

**THE STUDY OF FACTORS AFFECTING LABORS' DECISION
MAKING TO ENROL IN THE NATIONAL SKILL STANDARD
TEST: CASE STUDY OF LABORS IN
THE ACCREDITED GARAGES**

SAROJ CHANGPIEN

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(POPULATION EDUCATION)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2004**

**ISBN 974-04-6267-7
COPYRIGHT OF MAHIDOL UNIVERSITY**

Thesis
entitled

**THE STUDY OF FACTORS AFFECTING LABORS' DECISION
MAKING TO ENROL IN THE NATIONAL SKILL STANDARD
TEST: CASE STUDY OF LABORS IN
THE ACCREDITED GARAGES**

Saraj Changpien

.....
Mr. Saraj Changpien
Candidate

T. Chai

.....
Asst.Prof. Teeradej Chai-Aroon,
Ph.D.
Major-Advisor

Nawarat Phlainoi

.....
Assoc.Prof. Nawarat Phlainoi,
Ed.D.
Co-Advisor

Prapaporn Chu

.....
Lect. Prapaporn Chulilung,
Ed.D.
Co-Advisor

Rassmidara Hoonsawat

.....
Assoc. Prof. Rassmidara Hoonsawat,
Ph.D.
Dean
Faculty of Graduate Studies

Praphaphan Un-Ob

.....
Assoc.Prof. Praphaphan Un-Ob, Ed.D.
Chair
Master of Arts Programme
in Population Education
Faculty of Social Sciences and Humanities

Thesis
entitled

**THE STUDY OF FACTORS AFFECTING LABORS' DECISION
MAKING TO ENROL IN THE NATIONAL SKILL STANDARD
TEST: CASE STUDY OF LABORS IN
THE ACCREDITED GARAGES**

was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Master of Arts (Population Education)

on

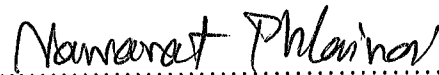
30 December 2004



.....
Mr. Saroj Changplen
Candidate



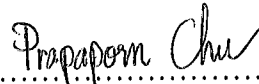
.....
Asst.Prof. Teeradej Chai-Aroon,
Ph.D.
Chair



.....
Assoc.Prof. Nawarat Phlainoi,
Ed.D.
Member



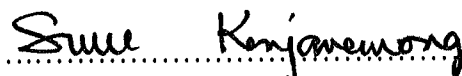
.....
Assoc.Prof. Surangrat Vasinarom,
M.A.
Member



.....
Lect. Prapaporn Chulilung,
Ed.D.
Member



.....
Assoc.Prof. Rassmidara Hoonsawat,
Ph.D.
Dean
Faculty of Graduate Studies
Mahidol University



.....
Assoc.Prof. Suree Kanjanawong,
Ph.D.
Dean
Faculty of Social Sciences and Humanities
Mahidol University

ACKNOWLEDGEMENT

This thesis is completely and successfully done due to assistance and kindness of the following people; Asst.Prof.Teeradej Chai-aroon who is thesis control chairman, Assoc.Prof. Nawarat Phlainoi, Assoc.Prof. Surangrat Vasinaron, and Dr.Prapaporn Chulilung who are thesis control committeemen, and Assoc. Prof. Praphaphan Un-Ob who gives advice and opinion and examines and corrects various defects of the research. Therefore, I would like to thank the abovemented people very much.

Moreover, I would like to thank the following people;

My chief and colleagues of Department of skill Development, officers of Car Repair Allied Association of Thailand, officers of Mahidol University, officers of Mae Fa Luang University, accredited garage owners, and all mechanics in the accredited garages who well give cooperation in giving the information.

My friends studying in the field of Population Education, who always give me assistance and encouragement.

My parents who bring me up, my teachers who teach me, my siblings and all of my friends who give me encouragement during my study.

Saraj Changpien

THE STUDY OF FACTORS AFFECTING LABORERS' DECISION MAKING TO ENROL IN THE NATIONAL SKILL STANDARD TEST: CASE STUDY OF LABORERS IN THE ACCREDITED GARAGES

SAROJ CHANGPIEN 4236906 SHPE/M

M.A. (POPULATION EDUCATION)

THESIS ADVISORS: TEERADEJ CHAI-AROON, Ph.D.,
NAWARAT PHLAINOI, Ed.D., PRAPAPORN CHULILUNG, Ed.D.

ABSTRACT

The objective of the research was to study factors affecting decision of laborers' in accredited garages to enrol in the national skill standard test. The researcher wanted to answer 2 research questions as follows: Which factors affected laborers' decision to enrol in the national skill standard test? How did employers encourage their laborers' to enrol in the national skill standard test? The research was done in 2 following stage. As for the research in the first stage, the researcher used questionnaires as the tool for collecting data on the sample group who were 233 laborers' in accredited garages. Data was processed by SPSS program for finding statistical values. Logistic Regression Analysis was used to find correlation of independent variables which affect a dependent variable. As for the research in the second stage, the researcher used informal and formal interview as the tool for collectiong data on the sample group who were 8 accredited garage employers or owners.

As for this research, the 12 factors which were studied were personal factors consisting of age, education, working duration, income, marital status, the factor of belief in the test benefits, the factor of expectations of people and the society, the factor of the necessary conditions of the test, the factor of confidence in self-efficiency, the factor of support of people and the society, and the factor of employers' need tendency. The research results found that 5 factors affecting laborers' decision to enrol in the national skill standard test were the factor of employers' need tendency, the factor of belief in the test benefits, the factor of confidence in self-efficiency, the factor of age, and the factor of support of people and the society.

Recommendation: As for widespread employment of laborers' who pass the national skill standard test, the method of employing laborers' of the accredited garages can be applied to employment of other laborers'. The factors affecting laborers' decision to enrol in the national skill standard test can be used as the master factor for encouraging other laborers' to enrol in such a test. As for the next research, there should be a study of other laborers' to determine whether the research results are consistent.

KEY WORDS: DECISION/ THE NATIONAL SKILL STANDARD TEST / THE ACCREDITED GARAGES/ LABORERS

143 P. ISBN 974-04-6267-7

การศึกษาปัจจัยที่มีผลต่อการตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติของแรงงาน :
ศึกษากรณีแรงงานในอู่กลาง (THE STUDY OF FACTORS AFFECTING LABORS' DECISION
MAKING TO ENROL IN THE NATIONAL SKILL STANDARD TEST : CASE STUDY OF
LABORS IN THE ACCREDITED GARAGES)

สาขาวิชา ช่างเพียร 4236906 SHPE / M

ศศ.ม. (ประชากรศึกษา)

คณะกรรมการควบคุมวิทยานิพนธ์: ชีรเดช ฉายอรุณ, วท.ค., เนาวรัตน์ พลายน้อย, กศ.ค., ประภาพร ชูสิทธิ์, ศษ.ค.

บทคัดย่อ

การวิจัยมีวัตถุประสงค์เพื่อศึกษาปัจจัยที่มีผลต่อการตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติของแรงงานที่ปฏิบัติงานในอู่กลาง โดยมุ่งตอบคำถามการวิจัยว่าปัจจัยใดบ้างที่มีผลต่อการตัดสินใจเข้ารับการทดสอบฯของแรงงาน และนายจ้างมีผลต่อการผลักดันให้แรงงานเกิดการทดสอบฯอย่างไร การวิจัยแบ่งเป็น ระยะที่ 1 ใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล แรงงานในอู่กลาง จำนวน 233 คน และประมวลผลข้อมูลด้วยโปรแกรม SPSS เพื่อหาค่าทางสถิติ และใช้การวิเคราะห์ถดถอยโลจิสติก(Logistic Regression)หาความสัมพันธ์ของตัวแปรต้นที่มีผลต่อตัวแปรตาม ระยะที่ 2 ใช้แบบสัมภาษณ์ เป็นทางการ และไม่เป็นการกึ่งประชากรกลุ่มตัวอย่างซึ่งเป็นกลุ่มนายจ้างหรือเจ้าของอู่กลางจำนวน 8 คน

ผลการศึกษา ปัจจัยที่นำมาศึกษาจำนวน 12 ปัจจัยได้แก่ ปัจจัยส่วนบุคคล คือ อายุ การศึกษา ระยะเวลาในการทำงาน รายได้ สถานภาพสมรส ปัจจัยด้านการตั้งเป้าหมายจากการทดสอบ ปัจจัยด้านความเชื่อในประโยชน์ของการทดสอบ ปัจจัยด้านความคาดหวังจากบุคคลและสังคม ปัจจัยด้านสภาวะการณ์จำเป็นในการทดสอบ ปัจจัยด้านความเชื่อมั่นในประสิทธิภาพของตน ปัจจัยด้านแรงสนับสนุนจากบุคคลและสังคม และปัจจัยด้านแนวโน้มความต้องการของนายจ้าง พบว่ามีปัจจัยที่มีผลต่อการตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติของแรงงานในอู่กลาง จำนวน 5 ปัจจัย โดยเรียงตามลำดับความสำคัญได้แก่ ปัจจัยด้านแนวโน้มความต้องการของนายจ้าง ปัจจัยด้านความเชื่อในประโยชน์ของการทดสอบ ปัจจัยด้านความเชื่อมั่นในประสิทธิภาพของตน ปัจจัยด้านอายุ และปัจจัยด้านแรงสนับสนุนจากบุคคลและสังคม การที่จะทำให้เกิดการใช้แรงงานที่ผ่านการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติอย่างแพร่หลาย สามารถนำแบบอย่างการใช้แรงงานของอู่กลาง ไปประยุกต์ใช้กับกลุ่มอาชีพอื่นๆได้ สำหรับปัจจัยที่ส่งผลต่อการตัดสินใจเข้ารับการทดสอบฯสามารถใช้เป็นปัจจัยแม่แบบ(Master Factors) ในการส่งเสริม ให้แรงงานเกิดการทดสอบฯ ในสาขาอาชีพอื่นๆได้ และ การวิจัยครั้งต่อไป ควรมีการศึกษาวิจัยในลักษณะเดียวกันนี้กับแรงงานในกลุ่มสาขาอาชีพอื่นๆ เพื่อเปรียบเทียบผลการวิจัยว่าสอดคล้องกันหรือไม่

CONTENTS

	Page
ACKNOWLEDGEMENT	iii
ABSTRACT IN ENGLISH	iv
ABSTRACT IN THAI	v
LIST OF TABLES	viii
CHAPTER 1 INTRODUCTION	
1.1 Background and significance of the problems	1
1.2 Research questions	8
1.3 Research objectives	8
1.4 Research hypothesis	9
1.5 Research scope	9
1.6 Research definitions	10
1.7 Research benefits	12
1.8 Research conceptual framework	13
CHAPTER 2 LITERATURE REVIEW	
2.1 The concept of human resource development	14
2.2 The concept of labor skills development principle	17
2.3 The concept of the national skill standard	25
2.4 The concept of accredited Garages	39
2.5 The concept of decision and related theories	44
CHAPTER 3 RESEARCH METHODOLOGY	
3.1 The study in stage 1	63
3.2 The study in stage 2	72
CHAPTER 4 RESULTS	
4.1 The research results in stage 1	79
4.2 The research results in stage 2	94

CONTENTS (Cont.)

	Page
CHAPTER 5 DISCUSSION	
5.1 Factor affected labor's decision to enrol in test	107
5.2 Factor did not affect labor's decision to enrol in test	113
CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS	
6.1 Conclusion of research results	118
6.2 Research recommendations	121
BIBLIOGRAPHY	126
APPENDIX	132
BIOGRAPHY	143

LIST OF TABLES

Table		Page
1	National skill standard test results for the fiscal year of 1972-2003	38
2	Sampled populations for the study in stage 1	65
3	Sampled populations for study in stage 2	74
4	Personal factors of the sample group	80
5	Number, percentage of labors who used to enrol in the test, labors who never enrolled in the test, and labors' decision to enrol in the test in the future	82
6	Number, percentage and mean of the sample group classified by the skill standard test goal determination	83
7	Number, percentage, and mean of the sample group classified by the national skill standard test benefits	84
8	Number, percentage and mean of the sample group classified by expectations of people and the society for labors' enrolment in the skill standard test	85
9	Number, percentage of the sample group classified by the necessary conditions of the skill standard test	86
10	Number, percentage and mean of the sample group classified by confidence in self-efficiency	88
11	Number, percentage and mean of the sample group classified by support of people and society	89
12	The results of analysing factors affecting labors' decision to enrol in the national skill standard test by using Binary Logistic Multiple Regression Analysis	92

CHAPTER 1

INTRODUCTION

1.1 Background and significance of the problems

Under the social and economic condition with high competition in the world market, it is necessary for each country to develop productive capacity in order to increase the quality of products to be able to compete in the world market. Every country must considerably give significance to human resource development. It is believed that when human resources have quality, products and services produced by humans also have high quality. The human resources are the important resource for implementation and production process of various organizations. In Thailand, there is determination of the human resources in the National Society and Economy Development Plan No. 8 by emphasizing that the human resources are the centre of development. Under the present and future economic condition, if Thailand wants to compete in the world economy, it is necessary for Thailand to have the human resources having quality, moral, patience, diligence, and discipline (Somchart Lekhalawan, 1999: 30-31).

National Society and Economy Development Plan No. 9 (2002-2006) determines the social protection and people's quality development strategies and the country's competition ability and competency increasing strategies as follows; The country's competition ability and competency increase must be based on the balanced and sustainable economic system by using Thai wisdom technology and modern technology for the increasing products, creating linkage of the industry, creating added value of the service and production sector leading to expansion of employment, and upgrading Thai peoples' skills to be standard and consistent with the changing production restructure so that Thai people have developed quality and potential under the national labor skills standard criteria.

Manpower Development Operation Plan for Thailand's Service and Production Industry (2003-2006) under Manpower Development master plan for

Thailand's Service and Production Industry (2000-2006) determines 11 manpower-developing strategies for the service and production industry. Each strategy clearly indicates the goals, guidelines, and measures, which lead to operation. Labour quality development strategy by determining the labour skills standard to meet the need of the firms or the labor market and adjusting such standard to be consistent with the international standard for every occupation of the service and production industry is one of such 11 strategies. The guidelines to implement according to the strategy are as follows;

To establish a central agency as the main agency to be responsible for encouraging, coordinating, and supporting determination and test of the national labour skills standard.

To create strength to various professional associations for cooperation in determining and testing the national labour skills standard and supervise and develop the quality of labors in each occupation to have skills under the national labour skills standard criteria.

To link the labour skills standard system with remuneration's in order to bring about motive for participation in keeping the standard system and more employment fairness (Wages which are consistent with the skills level), upgrade labors' quality of life, reduce conflict between labors and the firm owners.

2002 Labour Skills Development Encouragement Act. Chapter 2, Labor Skill Standard, Section 22 determines that, to encourage development of labour skills, the committee has to make and present the national labor skills standard in various occupations to the Cabinet for approval. After notification in the royal gazette, Labour Skill Development Department must provide the labor skills standard test.

The national labour skills standard is a tool of evaluating the quality of working skills, potential, and competency for increasing products, creating added value, and developing competition ability by thinking of

- Knowledge is consistent with technology and can be used in working
- Working safety
- Correct use and maintenance of tools and machines
- Correct and suitable working steps
- Economical use of materials

- Suitable use of working duration
- Standard performance which is accepted by consumers

Apart from being the tool of evaluating labors' quality for creating the working efficiency and worthiness of investment, increasing products, creating added-value, and development competition ability which will affect the economic stability of the country, the national labour skills standard brings about social results by making the employment system have fairness (Wages or remuneration's which are consistent with the skills). This will motivate the firms to create competition potential. And labors must develop ability to have standard for carrying technological changes and industrial progress at all times (Somchart Lekhalawan, 1999: 27).

Benefits in the micro level which will directly stem from employment of labours having the national labour skills standard are as follow;

- As for employers, they will have labors who have knowledge and ability, use manpower to be suitable for the work, be able to correctly and suitably determine wages, save materials, extend the machine and tool using time, reduce cost but increase quality products, solve the problem of unfair promotion and salary rate, create safety, and reduce working danger.

- As for labours, they can measure their knowledge and ability level for practicing and developing themselves at all times. They have the opportunity to easily find or change a job. As they have skills standard, employers or the firms require them. And they receive the suitable wages and remunerations according to their skills level.

- As for people or general consumers, they are confident that they use products and services, which have quality and safety with reasonable price.

Department of Skills Development, Ministry of Labor is an agency which has implemented the activity of labor skills standard under the committee of the national labor skills standard appoints specific specialists, technicians, educators having occupational experiences from the firms, professional associations, experts, educational institutes, and the private and state agencies to be the sub-committee for determining the national labor skills standard for each occupation by considering the significance sequence according to the necessity in the occupations which may cause danger to life and property according to the government policy or the country's service

and production industry development direction. At present, the activities of the national labor skills standard are implemented under 2002 Labor Skills Development Encouragement Act. By having the goals to determine the national labor skills standard for every occupation not less than 300 occupations. Moreover, 2002 Labor Skills Development Encouragement Act. encourages the firms to employ labors who pass the national labor skills standard test.

Implementation of Department of Skills Development to support and encourage widespread use of the national labor skill standard in the labour market by stimulating the firms or the private and state agencies to use the national labor skills standard as the requirements to guarantee as follows;

- The cabinet resolution on October 22, 1985 determines that the building activity in the state agency with the amount over 5 million baht must employ skilled labors who pass the national labor skills standard test by 5% of each occupation by beginning in the fiscal year of 1987 and increasing to 10% from the fiscal year of 1988.

- Regulations of Ministry of Finance relating to employment of employees to be the labor skills development trainers determine that applicants or people who will be promoted must pass the national labor skills standard test according to the position level.

- Educational institutes can use such information to determine the curriculums to be consistent with the need of the labour market. Moreover, people who pass the national labour quality skills certificate as the skills quality certifying document for traveling to work in the foreign country.

- Accredited Garage, Department of Insurance, Ministry of Commerce determines that any garages which want to be registered as the accredited garages of Department of Insurance must have mechanics who pass the national labor skills standard test and help consumers receive fair performance.

According to the concept of developing the country's competition ability in the world market, it is necessary to develop productive capacity to have high quality products and services. It is believed that the human resources are very significant to such production process. Thailand will be able to compete in the world economy if the human resources in Thailand have quality and the labor skills standard. As the human resources are the centre of development, it is necessary to develop the human

resources to have quality and upgrade skills of labors in the production and service sector to have standard as specified in the National Society and Economy Development Plan No. 8, 9 and Manpower Development Master Plan for Thailand's Service and Production Industry. Encouragement of the related agency to see the national labor skills standard does not cover the whole system of the labor market. The ratio of employment of labors having the national skills standard to total labors of the country is very little. This is because few labours are interested to enrol in the national skills standard test, which is under the responsibility of Department of Skills Development Detailed information will be shown afterwards.

There are 259,170 people who enrol in the national labor skills standard test during the fiscal year of 1972-2003 according to the report of Labor Skills Test and Standard Development Office, Department of Skills Development when compared with total number of people in the working age of the country. As for the survey of working of people throughout the kingdom, Quarter 3: July-September 2002 by National Statistics Office, there are 63.5 million people all over the country. There are 34.9 million people in the working age and 34.2 million people working in the service and production industry (Agricultural sector and non-agriculture sector). This shows that there are few labors who enrol in the labor skills standard test about 0.44% of total people, 0.80% of people in the working age, and 0.81% of labors working in the service and production industry of the country only.

Number of labors having the national labor skills standard in the labor market is a factor, which indicates manpower potential and the country's competition potential. If there a lot of such labors and widespread employment of such labors, the country's competition potential also increases. Products and services, which are guaranteed that they are produced by labors having the skills standard are the competitive advantage and prevent expert service and trade barrier. This brings about benefits to the macro economy of the country.

The consistent of similar research results, which support the significance of labors' competition potential and see significance of the labor skills standard and as follow; Major General Jaroensak Thiangtham (1994: 2) does a research on Thai Labors' Impact on Economy of the country. The research results find that if Thailand wants to compete with the foreign country, it must increase labors having skills in increasing

products. The method to make products have more efficiency is to use new technology and the labors having more skills and Knowledge. Kirasak Jantharajaraswat (1995: 74) does a research on Thailand's Labor Development for International Economic Competition. The research results find that labors are the important factor, which indicates international economic competition condition of Thailand. The ability of Thailand to maintain or increase export depends on the main factors, which are labors' skills and quality. And it is very necessary for Thailand to run a campaign on improvement of labors' skills and quality. Suraphol Patharnwanich & other (1996: 14) do a research on the study of the labor market's need for occupational training in Samutprakarn province and the nearby area. The research results find that labors receiving the benefits from labors skills development have more working opportunities and bargaining power. As for employers, labors' quality helps reduce the production cost. Colonel Phongsa Ekbansing (1998: 32) does a research on human resource development strategies for increasing the national stability. The research results find that investors give significance to productive efficiency for the competition in the world market. The investors do not only seek the raw-material sources and cheap labors. Apart from quantity, labors' quality is significant to investors. If Thailand does not try to improve labors to have enough quality to compete with the foreign countries, the foreign investment may decrease. Somchart Lekhalawan (1999: 45) does a research on labor skills standard and economic stability. The research results find that if people involving the employment process really see the value and realize the benefits of labor skills standard and apply such standard, this creates positive impact on the economic stability both in the micro and macro level.

As there are few labors enrolling in the national labor skills standard test, related agencies realize and find the guidelines or measures to increase number of labors to enrol in the national skills standard test. Uamphorn Khruttha (1997: 34) does a research on guidelines of accelerating determination of labor skill standard to have efficiency: case study of implementation of secretarial section, sub-committee for determination of labor skills standard and test principle determination of officers of labor skills standard division. The research results find that as there are few occupations of the labor skills standard determined and used as the test standard, few people enrol in the labor skills standard test. Then, she finds the guidelines of accelerating determination of the labor

skills standard to have efficiency, which is a factor for increasing number of people to enrol in the labor skills standard test. As for labors that are very significant to the labor skills standard test process, labors enrolment in the test depends on labors' decision. Nobody does a research on factors affecting labors' decision to enrol in the National Labor Skills Standard Test. Therefore, the researcher is interested to study factors affecting labors' decision to enrol in the national labor skills standard test for use as the information for finding the guidelines or measures to increase number of labors to enrol in the national labor skills standard test. After studying the information and reviewing various related literatures, the research finds that factors which are expected to affect labors' decision to enrol in the national labor skills standard test are as follows; personal factors comprising labors' age, education, working duration, income, and marital status, factor of the test goal determination, factor of belief in the test benefits, factor of expectation of people and the society, factor of necessary condition of the test, factor of confidence in self-efficiency, factor of support of people and the society and factor of employers' need tendency to employment of labors who pass the national labor skills standard test such as employers' attitudes towards the national labor skills standard, satisfaction with labors who pass the test, necessity to employ labors who pass the test, and encouragement of employees to enrol in the test. As employers have the highest management power in the firms and pay wages to labors, they have bargaining power and can determine the employment condition (Sumalee Pitayanont, 1996: 14). If employers determine that labors must also pass the test in the related occupation, labors will be interested to enrol in the labor skills standard test for their working opportunities (Jutha Manasphaiboon, 1994: 80-81). The researcher believes that such factors and information affect labors' decision to enrol in the national labor skills standard test. If there is the correct study by receiving the information on the significance sequence of such factors, it will be very beneficial for the related agency to use such information to plan or find measures to encourage the national labor skills standard test.

After studying related information, the researcher finds that accredited garages which operate the business of repairing the damaged cars such as hitting, repairing, changing the damaged parts, and spraying paint are the firms where there are employment of labors who pass the national labor skill standard test. This shows that the garages encourage their employees to have standard skills by using the

national labor skills standard as a guarantee. This is a method of developing manpower. Labors who work in the accredited garages or are going to work in the accredited garages must develop their skills in order to pass the national labor skills standard test. As the accredited garages also have labors who do not pass the national labor skills standard test, it is suitable to study the issue of labors' decision to enrol in the national labor skills standard test and the issue of need tendency of employers having the experiences to employ labors who pass and do not pass the national labor skills standard test in the same firms.

Therefore, the researcher thinks that the study of factors affecting labors' decision to enrol in the national labor skills standard test: case study of labors in accredited garages is very suitable and important. If the obtained information is correct according to technical principles, the related agencies can apply such information in order to determine policies and plans or be the guidelines of encouraging employment of labors who pass the national labor skills standard test in other firms. This will enable more labors to be interested to develop themselves and enrol in the national labor skills standard test.

1.2 Research questions

1.2.1 What factors affect decision of labors in the accredited garages to enrol in the national labor skills standard test?

1.2.2 How do employers encourage labors to enrol in the national labour skills standard test?

1.3 Research objectives

1.3.1 To study factors affecting decision of labors in the accredited garages to enrol in the national labor skills standard test and significance sequence of those factors.

1.3.2 To study that whether employers encourage labors to in enrol in the national labor skills standard test.

1.4 Research hypothesis

Factors which are expected to affect decision of labors in the accredited garages to enrol in the national labor skills standard test are as follows;

1.4.1 Personal factors are

1.4.1.1 Age

1.4.1.2 Education

1.4.1.3 Working duration

1.4.1.4 Income

1.4.1.5 Marital status

1.4.2 Factor of the test goal determination

1.4.3 Factor of belief in the test benefits

1.4.4 Factor of expectation of people and the society

1.4.5 Factor of the necessary condition of the test

1.4.6 Factor of confidence in self-efficiency

1.4.7 Factor of support of people and the society

1.4.8 Factor of employees' need tendency is

1.4.8.1 Attitudes towards the national labor skills standard

1.4.8.2 Satisfaction with labors who pass the test

1.4.8.3 Necessity to employ labors who pass the test

1.4.8.4 Encouragement of employers to enrol in the test

1.5 Research scope

As for this research, the researcher studies factors which are expected to affect decision of labors in the accredited garages to enrol in the national labor skills standard test such as personal factors comprising labors' age, education, working duration, income, and marital status, factor of the test goal determination, factor of expectations of people and the society, factor of the necessary condition of the test, factor of confidence in self-efficiency, factor of support of people and the society, and factor of the need tendency of the accredited garage owner or employers toward employment of labors who pass the national labor skills standard test. There are 502

accredited garages permitted or registered by Department of Insurance, Ministry of Commerce to be the accredited garages of Department of Insurance in 2003.

1.6 Research definitions

1.6.1 Labor skills standard means technical requirements used as the criteria to measure the level of working skills, knowledge, ability, and attitudes of skilled labors in any occupations. The reliable organization uses the international standard criteria to determine such standard to be consistent with the need of the society at that time.

1.6.2 National labor skill standard means labor skills standard used as the criteria to measure the level of working skills, knowledge, ability, and attitudes of Thai skilled labors in any occupations under supervision of Department of Skills Development Ministry of Labor. As for this research, such standard means the national labor skills standard of 4 occupations such as a mechanic for hitting the work coach, a mechanic for the car color, a mechanic for engine, and a mechanic for the car electricity.

1.6.3 Accredited garages means the accredited garages of Department of Insurance which are the firms operating the business of repairing cars under the registration with Department of Insurance, Ministry of Commerce in 2003.

1.6.4 Labors mean the labors in the accredited garages, who never enrol in the national labor skills standard test and the labors who used to enrol in the national labor skills standard test but do not pass the test.

1.6.5 Decision means decision of labors in the accredited garages of Department of Insurance to the enrol or not to enrol in the national labor skills standard test.

1.6.6 Age means full age of labors from birth to the present year.

1.6.7 Education means the highest education of labours in the present time.

1.6.8 Working duration means number of years, which labors have worked in the accredited garages.

1.6.9 Income means salary or monthly wages of labors who presently work in the accredited garages.

1.6.10 Marital status means married, widowed, or single status of labors.

1.6.11 Test goal determination means labors' goal or objective determination before deciding to enrol in the national labor skills standard test. If labor pass the national labor skills standard test, they can achieve their goals or objectives. For example, they can receive more income, professional advancement and stability, the labor skills standard certificate for the opportunities to find or change a job.

1.6.12 Belief in the test benefits means that labors believe that the national labor skills standard is good and beneficial to themselves and the society. This belief affects labors' decision to enrol in the national labor skills standard test.

1.6.13 Expectations of people and the society means that labors fee that people, people group, organization, and the society such as relatives, employers, customer, state agencies or professional associations expect the labors to enrol in the national labor skills standard test. Such expectation affects labors' decision to enrol in the national labor skills standard test.

1.6.14 Necessary condition of the test means labors' perception of necessity to enrol in the national labor skills standard test such as having regulation or conditions involving labors. For example, the condition of education, training, or working in the related field determines that labors must pass the national labor skills standard test. This is the necessary condition, which affects labors' decision to enrol in the national labor skills standard test.

1.6.15 Confidence in self-efficiency means that labors think, feel, and believe that they have knowledge, ability, and suitability to successfully do anything. Such confidence affects labors' decision to enrol in the national labor skills standard test.

1.6.16 Support of people and the society means labors' receipt of support or assistance in various aspects such as finance, things, labors, information, and various facilities to enrol in the national labor skills standard test from people, people group, organization, and society such as relatives, customers, employers, state agencies, club, professional associations. Such support affects labors, decision to enrol in the national labor skills standard test.

1.6.17 Employer means the accredited garage owners or executives who have the highest management power in the accredited garages and pay wages to labors.

1.6.18 Employers' needs tendency means estimation of future needs of employers in the accredited garages to employ labors who pass the national labor skills standard test by considering.

1.6.19 Attitudes towards the national labor skills standard means employers' feeling or opinion on the national labor skills standard and labors in the accredited garages, who pass the national labor skills standard test.

1.6.20 Satisfaction with labors who pass the test means employers' satisfaction with employees or labors in the accredited garages, who pass the national labor skills standard test.

1.6.21 Necessity to employ labors who pass the test means the accredited garage business implementing and managing necessity of employers to employ labors who pass the national labor skills standard test.

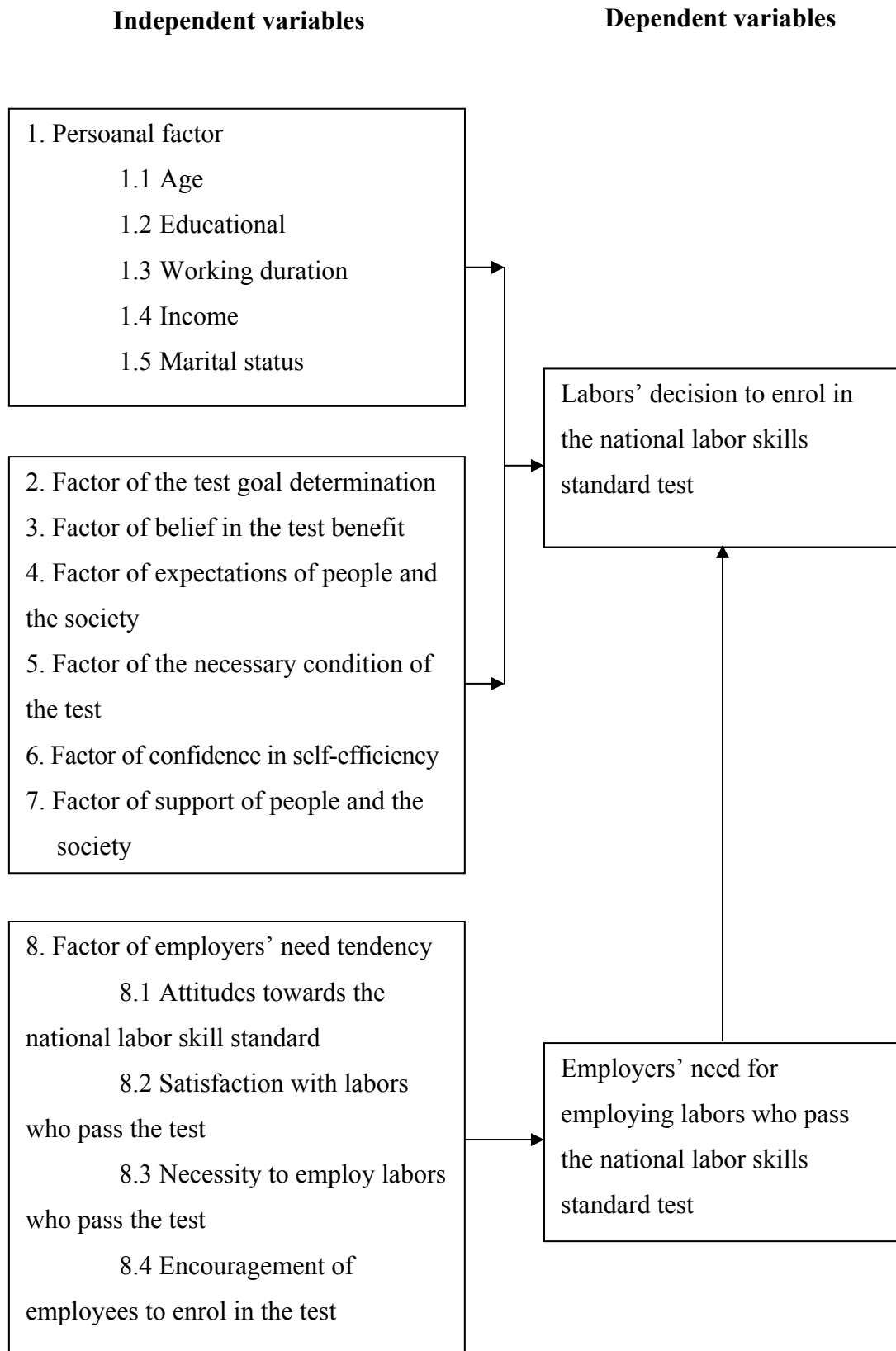
1.6.22 Encouragement of employees to enrol in the test means employers' any actions in various characteristics, which encourage or stimulate labors in the accredited garages to enrol in the national labor skills standard test.

1.7 Research benefits

1.7.1 To know factors affecting decision of labors in the accredited garages to enrol in the national labor skills standard test and significance sequence of these factors.

1.7.2 To enable the related agencies to apply such information with other labors for determining as the policy and plan to stimulate and encourage more labors to enrol in the national labor skills standard test. This will increase number of labors who have potential and skills standard to produce products and service in the labor market and increase the country's competition potential in the world economy. The information can be disseminated to people who are interested to do more research in the related issue.

1.8 Research conceptual framework



CHAPTER 2

LITERATURE REVIEW

The researcher does a research on the study of factors affecting labors' decision to enrol in the national labor skills standard test: case study of labors in accredited garages. The researcher studies the related textbooks, document, and researches for being the research guidelines. There are related concepts, theories, and researches as follows;

2.1 The concept of human resource development

Human is a valuable resource, which can develop knowledge, ability, and skills. As various countries, especially developed countries realize the significance of their people's quality, they support considerable budget for education, training, and developing country also supports considerable budgets for people development about 25% of the expense budgets in order to make people have good quality. This means that people are good people, have working knowledge, ability, and skills, which support sustainable development of the country and can compete with the foreign countries (Somchart Lekhalawan, 1999: 42).

United Nation Organization (Thailand Development Research Institute Foundation , 1998: 9) defines that "human resource development" is development of everybody's skills, knowledge, and competency to have potential to develop economy and society of any community in any country.

Pracha Terat (1987: 22 qouted in Somchart Lekhalawan, 1999: 42) explains that "human resource development" is a process of increasing knowledge understanding, experience, and suitable attitudes for creating each person's potential so that each person can adapt themselves to changes inside and outside the organization and is ready to efficiency perform present and future duties for the highest benefits of the organization. Meanwhile, every employee has satisfaction and

good encouragement and is ready to dedicate their physical, mental, and intellectual power to their work.

In the past, several countries may not see the significance of the human resource development planning process. However, at present, people jointly realize that human resource development is important due to the following reasons; (Pracha Terat, 1987 quoted in Phongsa Ekbansing, 1998: 88)

1. The human resources are the important factor, which bring s success or failure to the organization. So, efficiency of the organization mainly depends on people's efficiency and potential. The more the organization can develop the efficiency of people in the organization, the more the organization achieves success.

2. At present, there are considerable changes in environments on technology, economy, society, and politics. If there is no development of people in the country according to the present events and technology, the society cannot adapt to the environments.

3. Changes in the environments of the country may impact on improvement of the social condition such as policy, regulations, work expansion, improvement of structure, and practical guidelines. As for such environments, if there is no plan and development of people, the problem of people's adaptation in the society will occur.

4. As for individuals, everybody wants professional advancement and stability. Each person has different job skills. The human resource development and planning help people in the society know how to develop themselves to be consistent with their skills or satisfaction and goals of the society.

Several countries are interested in the human resource development. Therefore, several people differently define the term "human resource department". In conclusion, human resource development or manpower development mainly encourages people to have skills, knowledge, and ability, develop themselves, increase their potential, and have quality of life. Such development may be provided by any organization or stem from people who seek know knowledge by themselves. Such development enables people to have advancement in the job and life and encourages

the organization or the country to have advancement (Thailand Development Research Institute, 1998: 17)

There are several activities of human resource development as defined by each technician. Nadler (1985 quoted in Thailand Development Research Institute, 1998: 17-18) who is a famous American professor on human resource development in to 3 as follows;

1. Training: This activity emphasizes the learning of the present work.
2. Education: This activity emphasizes the learning of the future work.
3. Development: This activity emphasizes the learning of various things according to changes of the world and needs of the organization or the country.

In Thailand, there has been human resource development or manpower development in this research since the past. As for the activities of human resource development divided by Nadler, the activity which is clearly seen in Thailand is not clearly seen. Thailand does not give significance to development because it is the activity of investment in the long period. It is difficult to do such activity. And the result of such activity cannot be clearly seen. But such activity is partly seen in the education system (Thailand Development Research Institute, 1998: 17-18). Therefore, evaluation of developmental advancement during the 3 past decades turns to give significance to the information on human resource development. At present, investment for human resource development gives the highest benefits to the developing society. As for management of human resource development, several research results in the past only give significance to an increase in necessary skills and specific study. At present, such concept is considered with wider perspective. Apart from giving significance to people's education, there is consideration of people's productive capacity (Faculty of Economic, Chulalongkorn University, 1996: 2-10).

Labors having high productivity lead to economic stability or survival. Labors' productivity will be development when labors increase investment in specific skills. Productivity will occur when labors work harder or increasingly work or work with more expertise. Labors' productive efficiency stems from improvement of labors. Moreover, it stems from use of good tools, machines, and raw materials. And there must be improvement of management and administration organization. Labors'

productive efficiency is measured from the ratio of products to a labor per working hour. It is accepted that labors' education, skills training, and specific ability indicate efficiency.

The research results find that the countries which have high competition ability achieve success due to 4 factors such as (1) people's quality and manpower's quality (2) management ability (3) information technology system (4) leadership of changes. The latter 3 factors are the consequence of the first factor. The concept of the human resource is different from the past. In the past, the human resources are the main factor of production. But, at present, human resource are the valuable resource and can develop knowledge, ability, and skills. As various countries, especially developed countries realize the significance of people's quality they support considerable budgets for education, occupational training, and training for people development. In Thailand the government gives considerable budgets for education and training at the amount of 250,000 million bath or 25% of total expense budgets in 2002 and 2003 so that people can have quality, be good people have working knowledge, ability, and skills which support sustainable development of the country.

Labor skills development and potential increase considerably correlate with development of the country. Human resource, which means human's knowledge, skills and potential, can be used in order to create economic products and help develop the society. Human resource development on labor skills development must be planned to be consistent with the needs and changes of technology used in production in order to bring about the highest products and be able to compete with the foreign countries. Thai economy will lead to sustainable growth and be able to compete in the foreign market if the industrial structure for exporting and substituting import is the industry using high technology and skilled labors.

2.2 The concept of labor skills development principle

2.2.1 Labor skills development

It is a process of developing the working, skills, potential, and competency for creating the competition ability on technology and working

techniques, management, or freelancing, and entrepreneurship by training or other processes which bring about development. Department of Skill Development is a main organization which implements, coordinates, and encourages the state and private agencies to participate in developing labors' skills to have standard and able to compete in the world market.

The activities of labor skills development are divided according to 3 target groups as follows; (1) New labors (2) Labor in the labor market (3) Occupation changing labors by giving the service of labor skills development in the working preparation curriculum and the labor skills upgrading curriculum for increasing labor skills quality to have standard for meeting the needs of the country and the foreign countries, making the national labor skills standard for every occupation, testing labors in the fields specified in the national labor skills standard, and encouraging the private sector to participate in the labor skills development according to 2002 Labor Skills Development Encouragement Act.

2.2.2 Department of Skills Development

2.2.2.1 Background

During 1953-1962, there is improvement of the agency for implementing the labor issue by giving significance to occupational training. Initially, there is Vocational Educational Section. Later, it becomes Occupational Training Centre, Labor Division, Public Welfare Department, Ministry of Interior. In 1968, there is establishment of National Labor Skills Department Institute which performs duties together with Occupational Development Division. In 1973, Occupational Development Division is changed as Labor Skills development Institute under Royal Decree (Cutting the term "Nation"). During 1974-1991, there is establishment of 8 Labor Skills Development Institutes in Ratchaburi Province, Chonburi Province, Lampang Province, Khon Kaen Province, Songkhla Province, Nakhon Sawan Province, Ubon Ratchthani Province, Surat Thani Province. And there is establishment of 2 Province Labor Skills Development Centres in Pattani Province and Chaiyaphom Province. In 1992, the cabinet has resolution to dissolve Labor Department and establish Department of Skill Development and Labor Protection and Welfare

Department, Ministry of Interior. In 1993, the government establishes Ministry of Labor and Social Welfare. And there is establishment of Work Provision Department by transferring work of Department of Skill Development such as provision of foreign and domestic work and control of alien labors to be under the responsibility of work Provision Department. Later, Department of Skill Development is responsible for the duty of labor skills development only. At present, Department of Skill Development thoroughly gives services to people. So, people have better living because they have done a job with their developed skills

2.2.2.2 Vision of Department of Skill Development

Ministry of Labor and Social Welfare determined the policy for its agency to implement to be consistent with various policies. Therefore, Department of Skill Development must determine vision to be consistent with determine vision to be consistent with various policies as follows; Department of Skill Development is the main organization which implements, coordinates, and encourages development of labors' potential to have international standard and able to compete in the world market. According to determination of such vision, it is necessary to determine clear duties for use as the implementation guidelines in order to bring about results according to vision of Department of Skill Development and the policy of Ministry of Labor and Social Welfare.

2.2.2.3 Responsibility of Department of Skill Development

- 1) To develop labor skills standard and encourage the labor skills standard test.
- 2) To develop labor skills development models and systems to labor
- 3) To encourage participation in building the network, management of Department of Skill Development Fund for developing potential of labor, and entrepreneurship.

2.2.2.4 Duties of Department of Skill Development

The ministerial regulations divide duties of Department of Skill Development as follows;

- 1) To develop the labor skills standard to be consistent with the international standard and encourage the standard test and labor skills competition
- 2) To develop labor skills and develop labor skills development models and systems to labors.
- 3) To encourage development of labor skills labor potential and entrepreneurship.
- 4) To coordinate and encourage the state and private sectors to make the national skilled labor need plan and build the labor skills development network.
- 5) To implement according to the law on labor skills development encouragement and other related laws.
- 6) To encourage participation, coordinate linkage, and build domestic and foreign labor potential development network.
- 7) To perform any other duties specified by law or assigned by the ministry or the cabinet.

2.2.2.5 Labor skills development strategies

- 1) To develop labors to be consistent with the target industry. To coordinate and encourage development of labor skills to be consistent with the national strategies, National Society and Economy Development Plan No. 9, Industrial Restructuring Plan, Manpower Development Plan, Provincial Integration Plan, CEO, and target industry such as World Cuisine (food industry), Fashion of Asia (fashion industry), Automobile industry, It industry (electricity, electronics, and computer), tourism (tourism support industry), para rubber and wood industry, and the Thai wisdom industry and to develop potential of language, computer, and management.

- 2) To encourage labor skills development for being entrepreneurs. To encourage the firms or labors having the working skills, potential, and competency to receive the training for operating the business as entrepreneurs. Production of new entrepreneurs can link as the business network, which expands the business growth and creates strength of the competition ability.
- 3) To encourage expansion of the labor market in the foreign countries. To develop the quality of Thai labors using Thai wisdom skills and foreign language skills to have standard ability for expending the Thai labor market in the foreign countries and creating income to the country. This will create economic stability of the country.
- 4) To encourage employment of people who pass the labor skills standard test. To motivate the firms to employ labors who pass the national labor skills standard test for upgrading labors' quality and increasing competition ability. If the firms employ labors who pass the national labor skills standard test by 10% of staff, they will receive the labor skills standard certifying sign from Department of Skill Development
- 5) To encourage the professional organizations and associations to have strength. Department of Skill Development supports the professional organizations associations to participate in developing labor skills and testing labor skills standard by inviting the representatives of the professional organizations/ associations to be the sub-committee for the labor skills standard determination. And the department supports the professional organizations/ associations to

participate in supervising and arranging the training and be the quality certifying agency for the firms and labors.

2.2.2.6 Labor skills development curriculum

Department of Skill Development implements according to the policy by encouraging and supporting development of labor skills for carrying competition and developing knowledge and skills in various occupations by arranging the training according to the curriculum categories as follows;

- 1) Training curriculum for working preparation. Such curriculum provides the occupational training to new labors before entering the labor market so that the new labors can have knowledge, ability, skills, and good attitudes and are ready to work as the primary level skilled labor (Level-1 labor skills standard)
- 2) Training duration: Labors will be trained in the Regional Labor Skills Development Institute/ Provincial Labor Skills Development Centre over 280 hours (2 Months). And they will be trained in the places permitted by Regional Labor Skills Development Institute/ Provincial Labor Skills Development Centre for over 2 months specified in the curriculum. Target group: New labors or labors who do not have basic skills and knowledge in the occupation to be trained.
- 3) Training curriculum for skills upgrade. Such curriculum is used for the working labors or labors having basic knowledge and original skills in order to make labors more efficiently perform duties. Labors may be directly trained in the original occupation or other related occupations or management. Training duration: over 12 hours as specified in the curriculum. Target group: Working labors or labors having basic knowledge in the occupation to be trained.

- 4) Training curriculum for skill increase. Such curriculum does not involve the training curriculum for working preparation and the training curriculum for skill upgrade. The objective of such curriculum is to develop labors to have skill in order to work or have more incomes or change a job. Training duration: Over 6 hours as specified in the curriculum. Target group: Occupation changing labors or labors who want to increase skill.

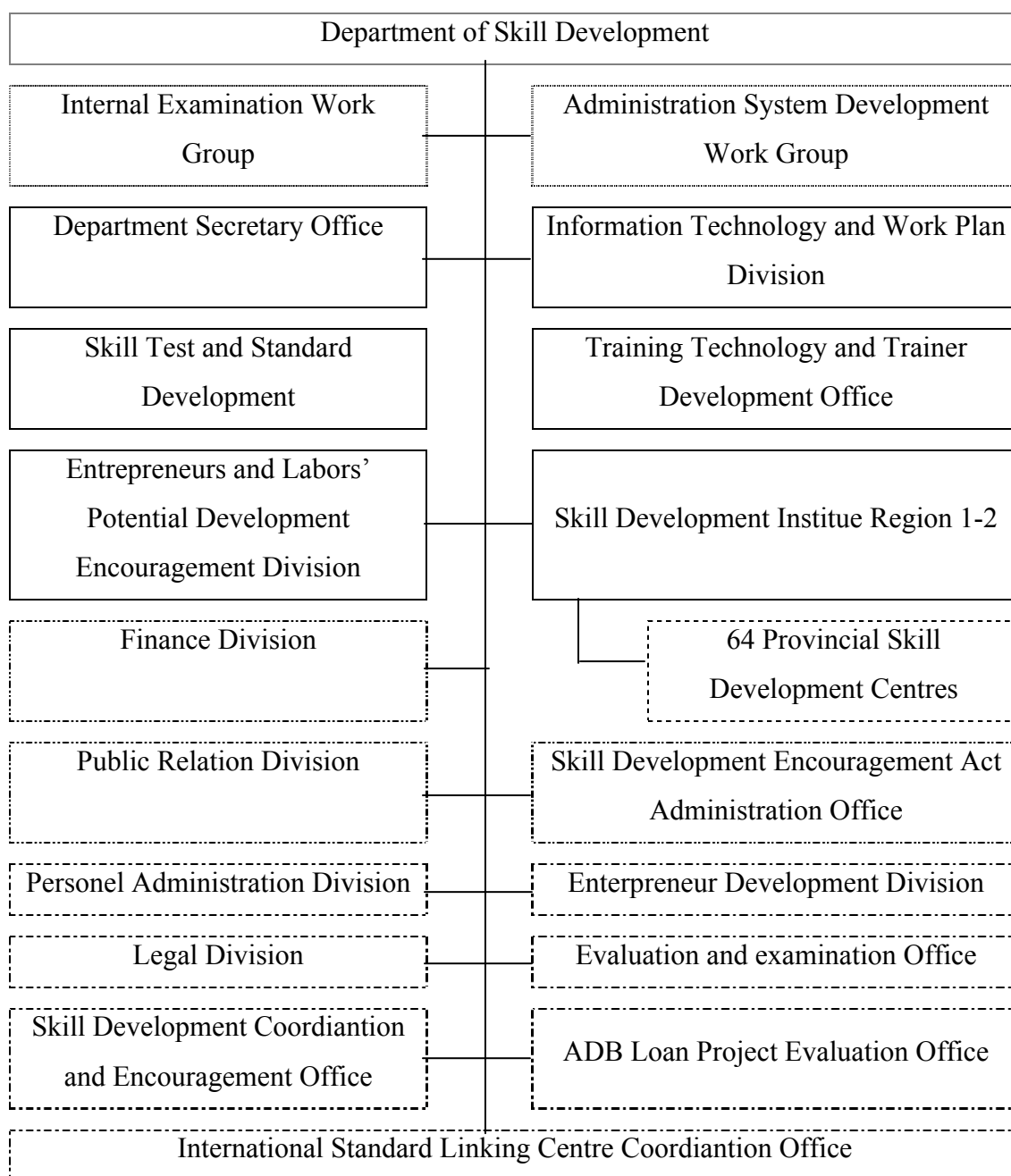
2.2.2.7 Skill development encouragement

Skill development encouragement is a process of coordinating, supporting, and encouraging the private sector or the state agencies to participate in labor's skill development by using mechanisms according to 2002 Skill Development Encouragement Act. In 1994, the Cabinet have resolution to assign the related agency to establish the National Occupation Training Coordination and Labor Development Committee and encourage skill development according to agreement about integration of activities between the agencies in order to develop personnel's ability according to technological progress and modern management. This will create efficiency, productivity, and competition ability of the country.

Department of skill development implements the activities of skill development encouragement by signing for cooperation between the private sector and state agencies for integration of activities on exchange of knowledge and technology and use of resources and trainers. Moreover, National Occupation Training Coordination and Labor Development Committee appoint Provincial Occupation Training Coordination and Labor Development Sub-committees for coordination in jointly determining the working plan of the area in each province and encouraging the firms to develop labors' skill by receiving the benefit of tax and other benefits specified by 2002 Skill Development Encourage Act.

2002 Skill Development Encouragement Act Stems from the need to amend 1994 Occupation Training Encourage Act in order to make employers or the firms to increasingly participate in labors' skill development. Such act determines establishment of Skill Development Fund. The firms are determined to give subsidy to the fund except that they arrange the skill training as specified by law.

Structrue of Department of Skill Development



Source: Personel Administration Division, Department of Skill Development

- The agencies specified by Cicil Service Committee Service
- The agencies specified by ministerial regulations
- The agencies controlled by Regional Skill Department Institue
- Interal agencies

Number of personel	Officials	1,331	people
	Permanent employees	1,009	people
	Total	2,340	people

Skill Development Fund is established as the rotating fund for use in encouraging skill development by lending money to the training participants, trainers, skill standard testers, and the firms for use as the expenditures on the skill training or the skill standard test according to the criteria of such act. As for the training arrangement, the firms must not request or receive the training fee or remuneration involving the skill training from the training participants.

2.3 The concept of the national skill standard

2.3.1 Skill standard

2.3.1.1 Meaning

Skill standard means requirements concerning people's working knowledge and ability. The reliable organization determines such standard to be consistent with the needs of the society at that time by thinking of the international standard criteria.

2.3.1.2 Important elements

Skill Standard Division, Department of Skill Development (No printing year: 4-11) divides elements of the skill standard as follows;

- 1) Technical knowledge which is necessary to be correctly used in that work.
- 2) Skill. People accumulate experiences until they have enough skill and ability of efficiently work according to the requirements and finish working within the specified time.
- 3) Industrial habit or attitude. People have good working conscience such as economically using materials, maintaining equipment tools, machines, and realizing working safety.

2.3.1.3 Categories of the skill standard

The skill standard is divided into 4 categories as follows;

- 1) Specific skill standard is determined to certify labors' skill by having specific objectives such as the central skill standard for testing the skill of labors who want to work in the foreign country, the skill standard according to the needs of the firms, issued to labors, or the skill standard according to the needs of educational institutes or training centres, issued to students or training participants, and the provincial skill standard. Such standards must be certified by Department of Skill Development. People who pass the test will receive the test result certificate with the emblem of 3 gods.
- 2) National skill standard is drafted by specialists in each occupation and approved by the Occupation Training Encouragement Committee. Such standard is made and improved to be consistent with the needs of the labor market and changes of new technologies by covering every occupation which there is employment. Moreover the outside agencies having the skill standard may request Department of Skill Development to certify standard to be equivalent to the national skill standard. People who pass the national skill standard test will receive the test result certificate with the emblem of garuda.
- 3) ASEAN skill standard is the resolution with occurs under cooperation on labor and economy in the region. International Labor Organization, Asia-Pacific Skill Development Project Office, holds the meeting of the member countries representatives in the region in Japan and proposes that the ASEAN skill standard should be made due to the following reasons;

(3.1) It can be used for joint certification. This will be useful in case of move of labors to other countries.

(3.2) It is a model which can be used by member countries as a guideline of developing the skill standard of labors in their countries.

At present, the ASEAN skill standard is under preparation step. International Labor Organization/ Asia-Pacific Skill Development Project Office in Bangkok is the coordination centre for making the standard which can be jointly used by the South-East Asia countries in the future.

- 4) International skill standard. As, at present, the economic system in Thailand increasingly depends on the world market, certification of the product standard and the skill standard is a factor which must be considered for development of expert in order to create income to the country. Therefore, determination, of the skill standard, the national skill standard or the Asia skill standard must also think of the skill standard accepted by the foreign countries.

2.3.2 National skill standard

2.3.2.1 Background

The activities of the skill standard are really implemented when the Cabinet have resolution on June 25, 1968 to establish the National Institute for Skill Development, Department of Labor, Ministry of Interior (At present, it is Department of Skill Development and improve the Skilled Labor Development and Training Committee established according to the Cabinet resolution on November 28, 1967 to have the higher status as “National Skill Development Committee” by having duties to determine the skill development and training plan and policy, determine the national standard, rate the labors’ skill, and implement activities according to the labors’ skill

measurement and standard determination objectives. Such committee appoint “Skill Test and Standard Determination Committee” comprising the representatives of the government, employers, employees who can determine the national skill standard for the electric welder approved by the Cabinet on February 16, 1971.

On September 1, 1992, the Cabinet have resolution to change the name “Skill Test and Standard Determination Committee” to be “National Skill Standard Committee”. On December 18, 1992, there is the royal decree to divide the agencies of Department of Skill Development and determine establishment of Skill Standard Division for implementing the activities of the skill standard. On December 29, 1994, the King orders issuance of 1994 Occupation Training Encouragement Act for encouraging the firms to develop the skill of people in the working age. “Occupation Training Encouragement Committee” have duties to propose the policy the ministers and determine the national skill standard test and determination principles. So, National Skill Standard Committee are dissolved. 1994 Occupation Training Encouragement Act is improved an order to bring about efficient and suitable development of the skill by determining that employers or the firms must increasingly participate in the labors’ skill development. As there is establishment of Skill Development Fund for supporting development of labors’ skill, there is issuance of 2002 Skill Development Encouragement Act by canceling 1994 Occupation Training Encouragement Act. And there is Skill Development Encouragement Committee in replacement for Occupation Training Encouragement Committee dissolved according to 1994 Occupation Training Encouragement Act by still having duties involving the skill standard.

2.3.2.2 Meaning

National Skill Standard means requirements concerning people’s working knowledge, skill, and attitude for use as the criteria of measuring Thai labors’ working skill.

2.3.2.3 Rating the national skill standard level

Generally, the national skill standard is divided into 3 levels according to the standard of International Labor Organization (2 levels for some occupations and a level for some occupations).

- 1) Basic level. People who work in this level have limited skills, permanently work, use little attitude or decision, and do not have to considerably depend on requirements because they receive advice from the supervisor if necessary.
- 2) Intermediate level. People who work in this level want more working efficiency but have limited working decision and knowledge.
- 3) Advanced level. People who work in this level can efficiently use skill, judge, solve the problem, make decision, know the work process, advise the skilled labors in the lower level, and use materials, tool, and principles of that occupation based on the manuals.

2.3.3 Determination of skill standard

Determination of the skill standard is classification of the skill into various levels according to ability by determining the job characteristics which labors should know and can do in various levels according to job difficulty and easiness without thinking of educational base but thinking of working knowledge, skill, and ability in order to give the opportunity to employees to test their skill and improve their skill to have standard. The industrial business can use such standard as a guideline of selecting people to work in the suitable position and determining suitable remuneration. The state agencies can use such standard as a guideline of determining the training curriculum and occupational guidance to have standard. Determination of the skill standard emphasizes the significance of the national skill standard.

Determination of the national skill standard is an important strategy of the labors' skill development by having the objective to measure labors' skill, knowledge, ability, and attitude in order know that whether labors can efficiently produce products and give quality services which are safe to people's life and property for the benefits of the employment system and consumers. Moreover, such determination recommends the training/ education process development and development by other methods for

sufficiently producing labors who have skill knowledge, ability, and good attitude, which affect the completion opportunity in the world market and development of economy, society, politics, and environments.

Determination of the national skill standard means classification of the national skill standard into various levels according to ability by determining job characteristics which labors should know and can do in various levels according to the job difficulty and easiness and determining the test methods and principles for measuring the skill level of labors by thinking of the following indicators;

1. Knowledge (Labors have correct knowledge and understanding of technical principles which are necessary for working).

2. Ability.

- 2.1 Working methods (Labors correctly work according to working steps.)

- 2.2 Use and maintenance of tools (Labors correctly use and maintain tools.)

- 2.3 Use of materials (Labors economically and efficiently use materials.)

- 2.4 Working safety (Labors safely work.)

- 2.5 Duration (Labors finish working within the specified time.)

3. Job success (The quality of the successful job must be efficient according to the requirements, good, strong, enduring, delicate, and beautiful.)

4. Attitude (Labors do not cause negative impacts on related environments.)

In conclusion, determination of the skill standard does not think of the educational base but mainly thinks of working knowledge, skill, and ability in order to give the opportunity to employees to test and improve their skill to have standard. The industrial business can use such standard as a guideline of selecting people to work in the suitable position and determining suitable remuneration. The state agencies can use such standard as a guideline of determining the training and educational curriculums and occupational guidance to have standard.

2002 Skill Development Encouragement Act determines establishment of a committee called “Skill Development Encouragement Committee” comprising the permanent undersecretary of Ministry of Labor as the chairman, Director General of Department of Skill Development, Director General of Department of Industrial Encouragement, Director General of Department of Vocational Education Secretary General of National Youth Coordination and Encouragement Committee, representatives of Ministry of Defence, representatives of Ministry of Interior, representatives of Ministry of Education, representatives of Industrial Federation of Thailand representatives of Board of Trade of Thailand, 2 experts, 2 representatives of employers, and 2 representatives of employees appointed by the Cabinet as who travel committeemen, and Deputy Director General of Department of Skill Development appointed as a committee and secretary.

Ministers appoint committeemen who have the occupation training experiences not less than 10 years.

Ministers appoint the committee who are the representatives of employers and representatives of employees according to principles and methods specified in the regulations of Ministry of Labor.

“Skill Development Encouragement Committee” have the following duties;

1. To propose the policy to ministers about skill development, determination of occupations for skill development encouragement determination of the national skill standard, and skill standard upgrade.
2. To determine principles of skill development, skill standard upgrade, determination of the national skill standard, the national skill standard test, and skill development need survey.
3. To determine the national skill competition methods and principles for various occupations.
4. To determine trainers’ qualifications for each occupation.
5. To encourage, coordinate, and evaluate skill development, skill standard upgrade, determination of the national skill standard, and the national skill standard test between the state agencies and the private sector for joint use of resources.

5. Other duties specified by the law “Skill Standard Determination Sub-committee” are appointed by the “Skill Development Encouragement Committee” according to 2002 Skill development Encouragement Act by having the following duties;

5.1 To consider, draft, and present the national skill standard to the Skill Development Encouragement Committee for approval.

5.2 To consider and draft the national skill standard test methods, control and examine the test results for presentation to the Skill Development Encouragement Committee for approval.

5.3 To consider and recommend the national skill standard improved and the national skill standard test methods which are suitable for the employment condition and job characteristics in the country and the foreign countries.

5.4 To give advice of the national skill standard test, control and examine the national skill standard test results.

The national skill standard determination steps of the Skill Standard Determination Sub-committee may be shown with the following charts;

General principles of the national skill standard determination are as follows;

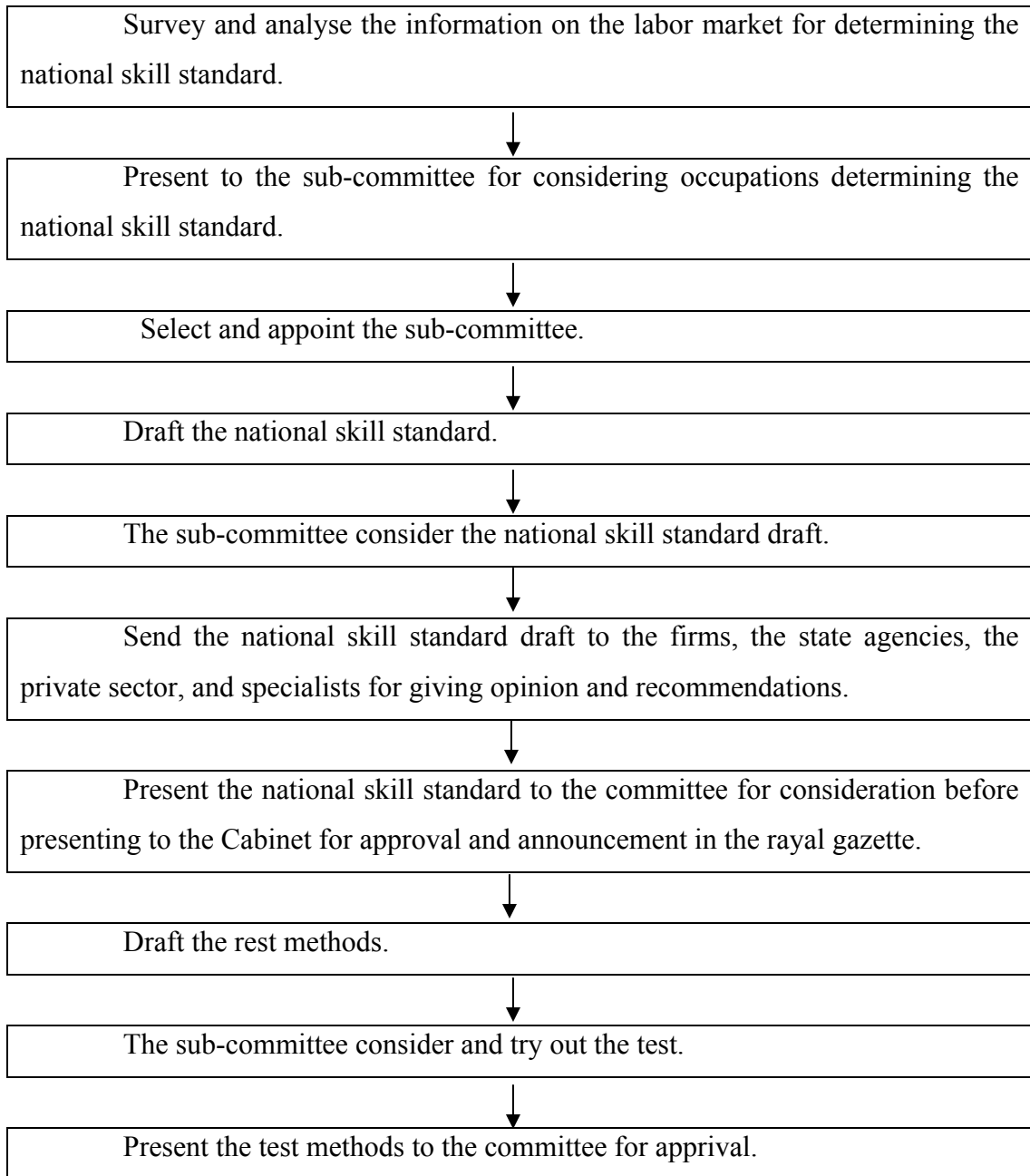
1. The committee must not think of the educational level. People who enrol in the test must have ability and experiences of that occupation.

2. The committee must not think of the governing ability because such ability cannot be evaluated by the skill standard test.

3. The committee must think of 3 elements which are skills, theoretical knowledge, related general knowledge, and experiences of that occupation.

4. The committee must consider and determine the skill standard according to the labor needs of the firms inside and outside the country. Such standard must be determined to be consistent with the international standard and correlate with classification of the occupational standard in Thailand. The skill standard can be amended according to the changes of the industrial business condition of the country.

Showing the national skill standard determination steps



2.3.4 Skill standard test

Skill standard test is the test of labors' ability according to the skill standard criteria as follows;

2.3.4.1 The skill test according to the skill standard is the test of labors' skill according to occupational category determined as the skill standard criteria. The Skill Development Encouragement Committee divide the test criteria 3 levels as follows; Basic level standard test, Intermediate level, standard test, and Advanced level standard test by emphasizing practical results rather than theoretical results. People who pass the test for each level will receive the skill standard certificate.

2.3.4.2 Specific skill standard test

1) Test of the skill of labors who want to work in the foreign country. As Department of Skill Development realizes labor development and quality of Thai labors who travel to work in the foreign country, it establishes the working group to determine principles and methods of testing skills of labors who want to work in the foreign country. The department coordinates with the center of testing skills of labors who want to work in the foreign country and work provision companies to determine standard called "Central Standard for Testing Skills of Labors who want to work in the foreign country".

Such test enables the labors who want to work in the foreign country to enrol in the central skill standard test specially determined for labors who will travel to work in the foreign country or labors who want the skill standard certificate as an evidence for application with employers in the foreign country. People who pass the central standard test will receive the test result certificate both in Thai and English copy. People can submit application forms for testing at Regional Skill Development Institute and Provincial Skill Development Centre. And such places consider issuance of licenses for the test centre of the private sector to test the skill of labors who want to work in the foreign country by using the central standard.

2) Skill test according to employers' standard is the test of labors' skills according to employers' needs for rating employees' skill level for determining positions and salary according to suitability. The test methods according

to the job characteristics determined by employers are used. Employers must be responsible for the expenditure on the test by using the testing place of employers or the stage agency. Officers of Department of Skill Development give advice of the test of help determine the test result measuring criteria.

The skill standard test has 8 skill evaluating criteria as follow;

1. Knowledge (Labors have correct knowledge and understanding of technical principles which are necessary for working.)
2. Working methods (Labors correctly work according to the working steps and the practical methods which are accepted.)
3. Use and maintenance of tools (Labors correctly use and maintain tools and machines.)
4. Use of materials (Labors correctly, efficiently, and economically use materials.)
5. Working safety (Labors safely work.)
6. Duration (Labors must finish working within the specified time.)
7. Job success (Thai quality of the successful job must be efficient according to the requirements, good, delicate, strong, beautiful.)
8. Attitude (Labors do not cause negative impacts on the related environments.)

Labors who enrol in the test must have the following qualification;

1. They must have experiences of the experiences of the occupation to be tested.
2. They used to study or receive the occupational training from educational institutes.
3. They must be certified by the educational institutes that they are going to finish the occupational training or studying.
4. They must have Thai nationality.
5. They must be over 15 years old.

The skill standard test is implemented by people group appointed to control and examine the skill standard test results called “Skill Standard Test Sub-committee”.

Such sub-committees must comprise specialists or experts from the state agencies and the private sector involving the occupation to be tested such as chairman of the sub-committee, the sub-committee, and secretary of the sub-committee.

There are 2 Skill Standard Test Sub-committee as follow;

1. National Skill Standard Test Sub-committee who are appointed by the Skill Development Encouragement Committee, used to attend the seminar or receive the training, and have personal code are entitled to be Standard Test Sub-committee according to the specified occupation and level. They must comply with other requirements specified by the Skill Development Encouragement Committee or Department of Skill Development.

2. Specific Skill Standard Test Sub-committee who are appointed by Department of Skill Development or the firms or the agencies, used to attend the seminar or receive the training, and have personal code issued by Department are entitled to be the Standard Test Sub-committee shown in the identification card and the test sub-committee status certifying document. And they are entitled to be the National Skill Standard Test Sub-committee and must comply with other requirements specified by Department of Skill Development or the firms or the agencies.

People who will be the Skill Standard Test Sub-committee should have the following qualifications;

1. They must have good knowledge of operation involving the test of that occupation.

2. They must have good and correct knowledge of quality examination and implementation methods. Examiners must evaluate results deriving from examination, can decide and affirm with technical reasons that whether the examined products are correct according to the requirements.

3. They must have good occupational code of conduct because the sub-committee is the representatives of the society to be responsible for examination of the skill standard test results. As the sub-committee have responsibilities and have to make decision on important issues, damage will considerably occur if the sub-committee unfairly behaves. Therefore, the sub-committee who perform such duty should have the following code of conduct;

3.1 They must be honest. It is necessary to select people who are reliable, responsible, capable, honest, and unbiased.

3.2 They must be responsible for the society. They must fairly perform duties. They must thoroughly examine by themselves before they sign for result certification.

3.3 They must have dignity. They must avoid various conflicts. They must not seek benefits. They must not directly or indirectly request money or bribes. They must be fair and democratic by accepting correct reasons of other people.

4. They must healthy so that they can quickly work. They must have good eyesight or good 5 senses. This will considerably decrease error of the test results.

5. They must be appointed according to the order of the skill Development Encouragement Committee or Department of Skill Development or the firms or the agencies.

2.3.5 Results

2.3.5.1 Activities of the national skill standard determination

Such activities are implemented by Department of Labor, Ministry of Interior in 1971. At present, such activities are implemented by Department of Skill Development, Ministry of Labor. There are 150 occupations determined as the national skill standard.

2.3.5.2 Activities of the national skill standard test

Such activities are implemented from 1972 to 2003. The test results are shown in table 1

Table 1 National skill standard test results for the fiscal year of 1972-2003

Fiscal year	National skill standard test		
	Applications	Testing	Passing the test
1972	26	26	14
1973	12	12	1
1974	43	43	24
1975	270	270	67
1976	413	413	67
1977	469	469	98
1978	288	288	180
1979	102	102	56
1980	260	211	131
1981	306	260	133
1982	306	306	187
1983	484	484	276
1984	531	531	279
1985	806	806	401
1986	735	735	398
1987	642	642	351
1988	548	548	285
1989	471	471	284
1990	350	350	196
1991	413	330	145
1992	871	847	368
1993	376	357	155
1994	3,352	3,352	1,880
1995	11,546	11,546	6,717
1996	11,850	11,043	5,502
1997	17,501	16,609	8,083
1998	23,698	22,471	8,882
1999	39,301	37,241	16,286

Table 1 National skill standard test results for the fiscal year of 1972-2003 (Cont.)

Fiscal year	National skill standard test		
	Applications	Testing	Passing the test
2000	38,973	37,279	15,983
2001	34,214	32,891	16,973
2002	38,670	37,106	18,632
2003	43,718	41,331	19,282
Total	27,545	259,370	122,316

Source: Skill Test and Standard Development Office

According to table 1 Department of Skill Development begins collecting the information on the skill standard test statistics during 1972-2003. There are 278,152 people enrolling in the national skill standard test when compared with 63.5 million people all over the country, 34.9 million people in the working age, and 34.2 million people working in the service and production industry (Agriculture sector and non-agriculture sector) (National Statistics Office, 2002: 21). Few labors enrol in the national skill standard test about 0.44% of total people, 0.80% of people in the working age, and 0.81% of people working in the service and production industry.

2.4 The concept of accredited garages

2.4.1 Principles and reasons

During the past 2-3 years, the insurance business, especially the car insurance considerably expands. Due to such expansion, a lot of problems occur. A problem occurring with the car insurance is a dispute over the damage price and the car repairs (Sorasak Thantasawan, 2002: 3).

2.4.2 Implementation

Department of Insurance determines establishment of the accredited garages of Department of Insurance for efficiently repairing damaged cars. The accredited garages must be really unbiased. They must be standard garages and have repair standard. The Accredited Garage Project, Department of Insurance really starts at the beginning of 1998 by appointing a committee comprising representatives of 6 agencies as follows; the representative of Department of Insurance, the representative of Damage Insurance Association, the representative of Consumer Protection Committee, the representative of Department of Skill Development, the representative of Department of Industrial Factory, and the representative of Car Repair Association of Thailand.

As such committee want to implement according the policy, they draft and announce regulations of the accredited garages to the public. Every garage having qualifications specified by the accredited garage administration committee can submit the application forms for being selected as the accredited garages of Department of Insurance free of charge. After qualification of the garages are completely examined the garages are entitled to be appointed as the accredited garages of Department of Insurance.

The accredited garages must have at least the following standard;

1. The garages must be grand, wide, and clean. They must have at least working area not less than 100 squares.
2. Tools of the garages must be standard. The garages must have at least the paint baking room, paint spraying room, and the coachwork pulling machine.
3. The garages must have quality personnel. They must have at least 4 mechanics receiving the national skill standard certificate from Department of Skill Development such as a coachwork hitting mechanic, a car paint mechanic, an engine mechanic, and a car electrician.
4. The garages must mainly use 2 K paint. The garages can use other paint according to the requirements.

Initially, Department of Insurance considers selection of accredited garages before there a lot of accredited garages. Later, after there are the first accredited

garages, Department of Insurance establishes Accredited Garage Administration Committee comprising 20 representatives elected from the members of the accredited garages. Department of Insurance selects 20 insurance companies by appointing the high level officers of Department of Insurance to be the chairman and secretary. Such committees have to be responsible for every section and are divided into 6 sub-committee having the duty of supervision.

2.4.3 Certification of the accredited garage status

Department of Insurance determines the emblem and the certificate of the accredited garages of Department of Insurance in order to disseminate about the accredited garages of Department of Insurance to the public.

2.4.4 Criteria for being the accredited garages

2.4.4.1 People who have qualifications specified by the committee and want to be selected, as accredited garages of Department of Insurance must submit the application forms according to the forms attached to the announcement to Department of Insurance at Area Insured Protection Office or Provincial Insurance Office in the area where the firms are situated

2.4.4.2 After receiving the application forms, related officers must examine the evidence document according to the principles and methods specified by the committee before sending to the committee for selection.

2.4.2.3 When the committee approve and select any applications as the accredited garages of Department of Insurance, they will present to Director General, Department of Insurance for signing the announcement of the names of the accredited garaged of Department of Insurance.

2.4.2.4 It people directly submit the application forms to Department of Insurance, the committee will consider all evidence documents.

2.4.5 Benefit of the accredited garage establishment

2.4.5.1 Garages which are registered as the accredited garages of Department of Insurance will receive the benefits of economy and joint administration. When the garages can gather together, they have the bargaining power on the marketing and bargaining power on buying raw materials such as sandpaper, thinner, lacquer, paints, and spare parts which are presently monopolized by merchants. When people can buy materials at the lower price. The repair price decreases. When repairs are accepted by the companies and people, the compensation of the company is systematic. If there is no compensation although the accredited garages of Department of Insurance correctly implements, Department of Insurance will give assistance. If the accredited garages do not comply with the regulations. Members will watch and withdraw such garages from being members of the accredited garages of Department of Insurance by information Director General, Department of Insurance for approval.

2.4.5.2 Car insurance companies must have affiliated garages. They must be responsible for expenditures and supervise their staff who try to unsuitably seek benefits from the garages. The garages like to offer the excessive price while the insurance companies dump the price. This impacts on consumers. The insurance companies will receive the benefit on the price from the accredited garages of Department of Insurance. This is because the insurance companies and the accredited garages of Department of Insurance jointly determine the price. Then, the companies will have less expenditure on supervision and control of the company staff.

2.4.5.3 People, consumers, or service receivers receive fairness on the quality and price and convince when the garages have standard. A lot of garages are appointed as the accredited garages of Department of Insurance. So, consumers can select any accredited garages of Department of Insurance and do not have to think of repair price assessment because the accredited garages of Department of Insurance must repair cars which are insured and protected according to the conditions of the insurance policy.

Department of Insurance determines the criteria for controlling the accredited garages to have standard as follows;

1. Any garages are appointed to be the accredited garages of Department of Insurance for 2 years from the date of appointment. After the

specified time, if such garages want to be appointed as the accredited garages of Department of Insurance again, they must submit a new application to the accredited garage committee for standard examination.

2. The status of the accredited garages of Department of Insurance will terminate if any garages do not comply with the conditions specified by the accredited garage committee or are biased or unsuitably act. After the accredited garage committee consider such issue, they will inform Director General of Department of Insurance for ordering termination of such accredited garage.

2.4.6 Number of accredited garages

In 2003, there are 502 accredited garages of Department of Insurance all over the country. Such accredited garages are situated in the following areas as divided according to the Insured Protection Area, Department of Insurance as follows;

Bangkok Area 1	- 66 accredited garages
Bangkok Area 2	- 72 accredited garages
Bangkok Area 3	- 45 accredited garages
Bangkok Area 4	- 29 accredited garages
Samutprakan	- 22 accredited garages
Pathumthani-Nonthaburi	- 45 accredited garages
Central region	- 18 accredited garages
Eastern region	- 29 accredited garages
Western region	- 27 accredited garages
Northern region (the upper part)	- 28 accredited garages
Northern region (the lower part)	- 33 accredited garages
Southern region (the upper part)	- 16 accredited garages
Southern region (the lower part)	- 23 accredited garages
Northeastern region	- 15 accredited garages
Northeastern region (the upper part)	- 25 accredited garages
Northeastern region (the lower part)	- 9 accredited garages
Total	502 accredited garages

2.5 The concept of decision and related theories

2.5.1 Meaning of decision

Several technicians define “Decision” as follows;

Ofstad (1964 quoted by Harrisan, 1981: 2) defines “Decision” as follows; Each person’s decision means people’s expression of fondness and dislike to something.

Simon (1960: 1) defines that “Decision” is a process which comprises 3 principles such as finding decision-making opportunities, finding possible alternatives, and selecting an alternative from various alternatives.

Eilon (1970 quoted by Harrisan, 1981: 2) thinks that “Decision” is a process which people must select an alternative from several alternatives. Such selection is comparison of various alternatives and evaluation of each alternative.

Griffiths (1964: 75) defines that “decision” is a process of doing activities in order to bring about decision after consideration.

Shull (1970: 31) defines that “Decision-making process” is human’s process involving people and the society. Decision stems from use of discretion deriving from facts and definition of each person to select the alternative, which will meet his needs.

Terry (1964: 107-108) defines that “Decision” means selection of an alternative from two or more than two possible alternatives based on the rules.

Gore & Dyson (1964: 77) define that “decision” is selection of an alternative from several alternatives as a practical guideline for achieving the specified goal.

Chaiyaphorn Witchawuth (1975: 1-2) says that all outside behaviors are determined by behaviors. Outside behaviors occur according to the guidelines of decision-making and thinking process.

Saowapha Thammabut (1982: 6) concludes that “Decision to select to express behavior” means that people use several elements such as knowledge, education, and value to consider that whether they should express such behavior. After

those people consider that such behavior has more advantages, they decide to express such behavior.

Niwat Klinngarm (1979: 11) concludes that “Decision” means selection to comply with a method which will create positive impact and least negative impact for achieving the goals of humans.

Thawan Worathepphuthiphong (1990: 22) defines that “Decision” is a process of selecting an alternative from various alternatives for achieving the specified objective based on the criteria.

In conclusion, decision is people selection of an alternative from several alternatives in order to find the best and most useful alternative for themselves. To select how to do is decision. Good decision is selection of an alternative which makes people achieve the specified objective.

2.5.2 Decision-making process

Wutthichai Jamnong (1974: 294) says that “Real decision-making process” is the problem-solving process. People make decision in any issue in order to solve problems.

Songwit Phiromphakdee (1947: 35) concludes that “Decision-making process” is a method which helps each person’s decision to solve the problems have criteria which are consistent with reasons and are more correct. Ability of people to make decision in solving the problems depends on their prudent and elaborate consideration and understanding of the problems and various steps of the decision-making process.

Decision-making process comprises 5 steps as follows; (Wutthikrai Khlongphakdee, 1985: 28)

1. Problem understanding step is the first step of beginning decision. In several cases, people who make decision to solve problems do not really understand the problems do they do not try to solve the problems. It can be said that the decision-making process initially has mistakes because people who make decision do not really understand the problems.

2. Problem's cause finding step is the step of seeking various information which indicates causes of such problems. As the correct and suitable solution to the problem is to solve the causes, various information which will help solve the problems must be compiled and understood by consulting or searching with any methods

3. Alternative determining step. As for causes of the problems, there may be several alternatives to solve the problems. Each alternative makes people differently solve problems. As for the decision-making process, it is necessary to most determine alternatives. If there is determination of few alternatives, the best alternative may be overlooked.

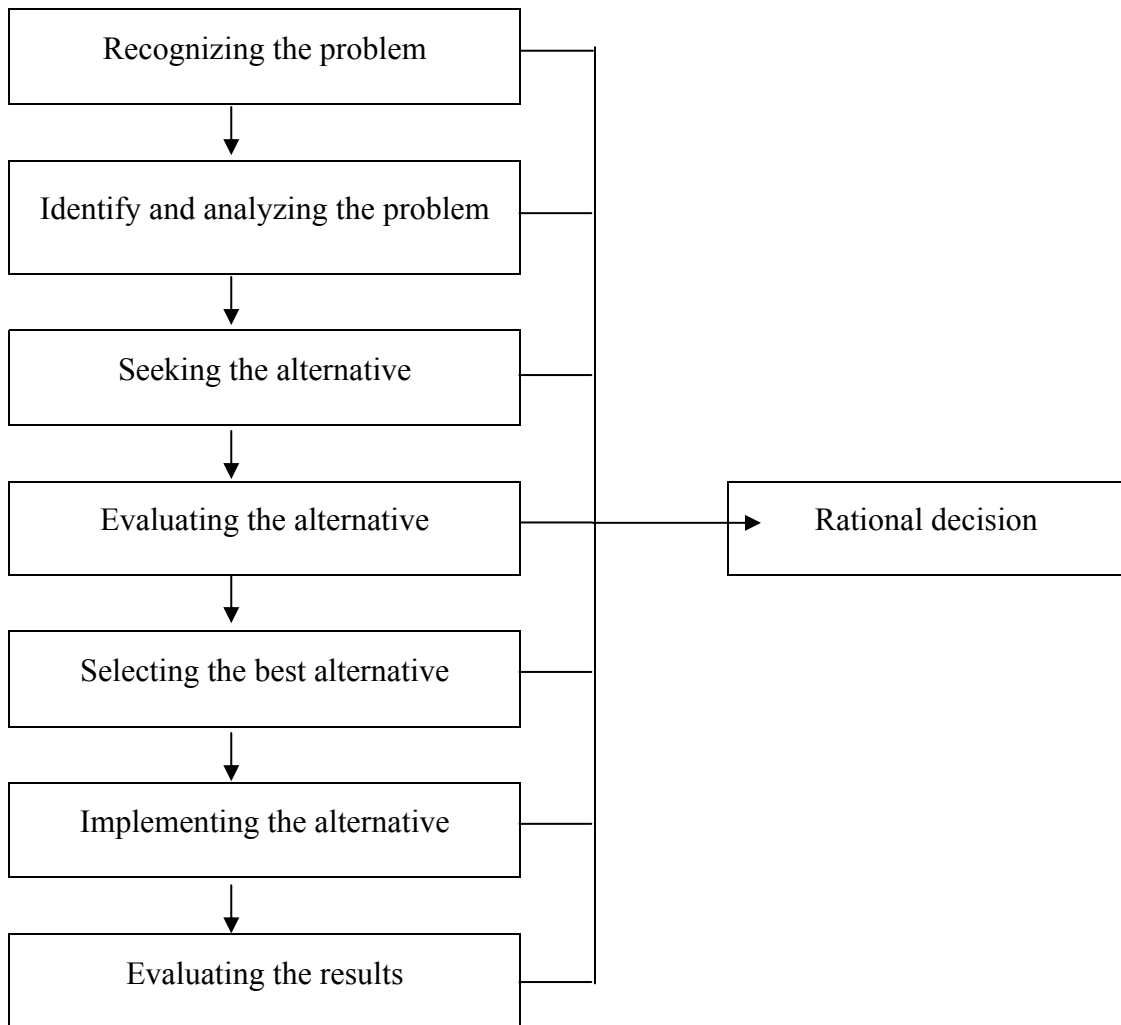
4. The problem-solving method selecting step. This step is similar to the real decision making step. As for this step, people select the best and most suitable alternative which can solve the problems. As for selection of an alternative from several alternatives, it is necessary to have standard criteria used for consideration of alternatives. Selection of the best alternative is as follows; first, there must be consideration of danger of the problems. Second, there must be selection of the alternative which is easy to do. Third, there must be consideration of the suitable time for decision to solve the problems. Finally, there must be consideration of existing resources.

However, when there is selection of an alternative, this does not mean that the decision-making process ends. This is because the real decision-making process must be done in order to know that how such decision is suitable and correct. Therefore, selection of any suitable alternative is the middle step of the decision-making process.

5. Problem-solving step is the final step of the decision-making process. As for problem solving according to the selected alternative, evaluation will make people know that how their action to solve problems is successful. This reflects that how decision is suitable.

2.5.3 Decision-making step

Decision-making steps



Sukhothaithammathirat University (1985: 240) mentions the decision-making step as follows; Decision is a process of selecting an alternative from several alternatives for use as practical guideline for achieving the specified objectives. People in the organization make decision in situations such as certain situation. However, decision in various situation based on the same decision-making principles in good decision. Rational decision which will bring about decision efficiency should be made according to various steps ranging from the steps of recognizing the problem, identifying and analyzing the problem, seeking the alternative, evaluating the alternative, deciding to select the best

alternative, implementing the alternative, and evaluating the results as shown in the following chart;

2.5.4 Decision-making criteria

Rossana Atchakij (1992: 85) says that decision to select the best and most suitable alternative must have the selection criteria or requirements as follows;

2.5.4.1 Policy of each alternative must be consistent with general policy and specific policy.

2.5.4.2 The best and most suitable alternative must also cause the least risk to failure. Each alternative has different advantages and disadvantages. An alternative may be good for an opportunity. When environments change, other alternative may be more suitable.

2.5.4.3 The expenditure on the best alternative means the best alternative which can be done with the least expenditure by causing the best results.

2.5.4.4 As for duration for solving the same problem, the alternative which is successfully done in the short period is better.

2.5.4.5 As for practical methods, in some case, several practical methods of the alternative correlate. A practical method cannot make people successful. So, people must survey and completely practice according to the process.

2.6.4.6 People should be careful about the obstacles. They should thoroughly examine defects so that the practical methods which are selected will not cause other problems.

2.5.5 Decision-making reasons

2.5.5.1 Leeder's Social Action Theory

William , (1976: 40-41) a rural sociologist does a research on factors which affect people's action or behavior and determines the theory of decision and social action (1976 quoted in Phanomphorn Panthaweechai, 1991: 40-41). Leeder explains that people's reason to make decision to do anything comprise several factors called "Beliefs and Disbeliefs". People's decision-making reasons do not only depend on a single factor.

But, there are reason groups deriving from various factors, which help support decision. As for decision each time, each person's combining reason groups may change in each situation. Decision-making reason groups which help explain the social base and correlate with people's action have 3 factors as follows;

1) Pull factors comprise

- (1) Goals are people's every action must have goals or objectives, which may be determined by, people themselves or other people. People's goals cause behavior or action for achieving such goals.
- (2) Beliefs are people's thought or feeling. Beliefs correlate with action because most people select to do according to their existing beliefs.
- (3) Value is the condition determined for living in the society. People's action depends on decision of the society.
- (4) Habits and customs are the model create from the responsibility in the society. People in the society willingly accept habits and customs which are perfect and reasonable models. People express action according to habits and customs.

2) Push factors comprise

- (1) Expectations are people or social group's feeling on themselves and other people for having beliefs, feeling, or action required by people or the social group.
- (2) Commitments. When special activity groups gather in the society the group members must comply with the commitments determined by the groups.
- (3) Enforcement stimulates people to do anything without alternatives. People may be enforced by law or most people.

3) Able factors comprise

- (1) Opportunity is beliefs of people who think that they are in the circumstance, which they can select to do anything according to their existing opportunities. But, some people groups do not have any opportunity to select to do.
- (2) Ability is people's feeling that they and other people or other organization have knowledge and ability to successfully do various things.
- (3) Support is assistance, which people receive from other people or organization. Support stimulates such people to do various things.

2.5.5.2 Researches using Leeder's Social Action Theory

Viggiano (1984 quoted in Surat Chaichamphoo, 1992: 44) tests the social action theory on the educational opportunity tendency of women in Hong Kong. He finds that women's educational goals change according to influence of the factors of occupation, employers' value, physical potential, marriage, and working experience of women.

Hill (1986 quoted in Wate Boonkum, 2000: 19) uses the social action theory to explain people's action through the research goals. He finds that people's behavior can be expressed according to the group's method. The group influence members' behavior expression.

Driscoll (1987 quoted in Kannika Narkwatchara, 1992: 45) uses the social action theory the study regulations, rules, and value. The research results find that people's intension to express behavior, roles, thought, and value correlate with the regulations, rules, and value of the society.

Weerayos Songphut (1987 quoted in Wate Boonkum, 2000: 19) uses the social action theory the study factors with affect intension to be members of the savings group for production: Case study of Muang district, Nan province. He finds that people who are members of the savings cooperative group receive formal and informal information from the radio, newspaper, and television. Motivation which is

the pull factor and the push factor for membership of the savings cooperative is the benefits and problems.

Kannika Narkwatchara (1992: 1) does a research on matthayom 3 students' expectations to continue the study. The research results find that the expectations to continue the study correlate with the goals, value, and beliefs of people who receive influence from the tradition and culture in the society.

In conclusion, reasons and decision are people's behavior expression, which must depend on several elements which can be concluded into 2 categories: personal habits of each person and social process which does not involve people's personal habits such as stimulus object, strength of stimulus object, and situation. People's behaviors may be correct or incorrect (Praphaphen Suwan, 1987: 325).

2.6 Research variables

After studying and reviewing related literatures and theories, the researcher finds independent variables used for this research as follows;

2.6.1 Personal factors

2.6.1.1 Age

Age is an important factor, which indicates emotional and social preparedness. Moreover, it may mean an increase in experiences because progress of different maturity differently affects decision on various issues. Age is a factor, which also indicates difference of ability to manage oneself, learning, interpretation, understanding, and decision according to developmental level of age (Orem, 1991: 256). Age influences determination of self-care ability, which is developed from childhood, is completely developed in adulthood, and is decreasing in the old age. According to the report of researches, which use age as the research variable, age is an important variable. For example, Phimhorn Manorat (1978: 56) does a research on competency of teachers in the educational area 8. The research results find that older teachers technical and practical competency and special qualifications are different from younger teachers' technical and practical competency and special qualifications.

Phanee Parnthevan (1990: 45-46) finds that age correlates with living although age cannot explain variance of the living patterns. Patthama Karnjanawong (1993: 60) does a research on Perception of the health problems and self-care of adolescents working in the industrial factors. The research results find that are positively correlates with adolescents' perception of the health problems and self-care. Older adolescents perception of the health problems and self-care are better than younger adolescents's perception of the health problems and self-care. Such research results are consistent with the concept of Kasl & Cobb (1996 quoted in Patthama Karnjanawong, 1993: 27) who find that age influences people's perception of health. Wate Boonkum (2000: 87) does a research on Reasons for decision to select continuation of priesthood and termination of priesthood of the fourth year students, Mahachulalongkornrajwittayalai. The research results find that older students decide to select continuation of priesthood rather than termination of priesthood. 100% of students aged over 40 select continuations of priesthood

According to such concept, age is an important variable which may affect decision of labors in the accredited garages to enrol in the national skill standard test. Older labors are likely to decide to enrol in the national skill standard test more considerably than younger labors. Therefore, the researcher chooses age as a variable for this research.

2.6.1.2 Education

Education is an index, which is very important to development of quality of life. Moreover, education is a tool for social promotion, especially in the industrial society, which opens the opportunity for each person to upgrade his social status according to his knowledge and ability. Therefore, it always appear that education influences working. Education enables people to have suitable working qualifications. People's occupations are determined by education. People with high education have more opportunities to select occupations and may create a lot of income. People with higher education have the opportunity to receive various information, have wide perspective, and modern value more than people with lower education.

Baver (1957 quoted in Chidchai Sanasieng, 1985: 62) says that people with high education would like their children to receive high education because

they think that education is an important process which leads to the job success, honor, and fame of children and family.

Chidchai Sanansiaing (1995: B) does a research on Alternatives and factors which affect the lower secondary students' occupational and educational guidelines and alternatives. The research results find that parents' education positively correlates with students' alternatives to continue the study and occupational and educational alternatives.

Phanee Seanjaroen (1993 quoted in Somphorn Sae Heng, 1997: 32) does a comparative study of Adaptation of employees in the new industrial area, Rayong province. She finds that different education causes difference in employees' occupational adaptation.

According to such concept, it can be concluded that education is a variable, which affects labors' decision to enrol in the national skill standard test. Therefore, the research chooses education as a variable for this research.

2.6.1.3 Working duration

Working duration is the duration which people work or do business in the firms until people have more familiarity, knowledge, skill, or working experiences. Sanlida Manaphong (1993: 151) studies and finds that staff having the working experiences below 1 year have more encouragement and satisfaction than staff having the working experiences for 1-3 years. This is because staff who work less than 1 year must understand roles of the chiefs and colleagues and working methods and must adapt to working. While, people who work for a long time can learn and understand chief's administration. While some people who work for a long time may be bored with administration, colleagues, and repetitive working. Such research results are consistent with the research of Panadda Chamnarnsuk (1993: 76) who studies mental fatigue of staff who assembles electronic parts. The research results find that staff having more working duration have more mental fatigue than staff having less working duration. So, staff having more working experience cannot well adapt themselves, are tired and bored, and have less job satisfaction. This will affect those people's decision to do anything involving working.

Therefore, the researcher thinks that labors' working duration is factor or a variable which affects labors' decision to enrol in the national skill standard test. So, the researcher studies such variables.

2.6.1.4 Income

Income is a factor, which directly influences living on response to people's basic needs. Palmore & Lvikart (1972 quoted in Chanittha Pratchayanan, 1995: 45) say that people having enough income can respond to the basic necessary on satisfaction with life such as enough food, house, safety, and recreation. Therefore, income is a factor, which is important to living in the present society especially in the industrial society. This is because it is necessary to use money for trading and exchanging things. Moreover, the economic factor, especially income is an important factor, which stimulates rural people to make decision to migrate to the city or the area where there is industrial development so that they can have more incomes.

Oraphin Phithakmahakate (1988: 61-62) does a research on working problems of the disables who used to receive occupational training from the disabled's occupation training centre. The research results find that income is a factor which affects the disabled's occupational satisfaction and occupation change needs.

According to such concept, income affects people's decision to do anything. If people have to do activities with expenditure, those people's incomes are a variable which must be considered. Therefore, the researcher chooses the factor of income as an independent variable for this research and believes that income affects labors' decision to enrol in the national skill standard test.

2.6.1.5 Marital status

As for the study of the problem of adaptation and the variable of marital status, Noppharat Watthanasing (1993: 34) does a research on Adaptation after retirement of primary school teachers in Ubon Ratchathani province. The research results find that retired teachers do face the problem of adaptation after their marital status changes. Such research results are consistent with the research of Phuangphaka Chernsangnate (1993: 23) who finds that most single, widowed, or divorced people do not receive consolation or encouragement. While, married people receive assistance and support. This will make married people have less tension and high satisfaction with their life. As for the researches on staff's working problems, Wanida

Chaithawatch (1978: 80-83) does a research on Number of people having the mental health problem. The research results find that as most mental health patients are in the working are group, they cannot adapt to the atmosphere in the office. Most research results find that the mental health correlates with the marital status. Malinee Wongphanich (1984 quoted in Suwanee Sothornphithakkul, 1991: 21) surveys illness of labors in the Thai weaving factory. She finds that illness such as jointache, backache which occurs due to working characteristics correlates with the marital status of female labors, especially, married female labors who have hard burdens and mental tension. Suwanee Sothornphithkkul (1991: 37-52) does a research and finds that widowed and divorced labors have the mental health problem more than married labors. And single labors have the mental health problem more than married labors.

As for this research, the researcher expects that the variable of labors' marital status affect decision to enrol in the national skill standard test. So, the researcher studies such variable.

2.6.2 Factor of the test goal determination

Leeder's Social Action Theory explains that people's reasons to make decision to do anything comprise several factors called "Beliefs and Disbeliefs" which help support decision. As for decision each time, each person's combining reason groups may change in each situation. Goals or objectives of people's action results are a cause of pull factors and affect people's decision to anything.

Therefore, the researcher chooses the facto of he test goal determination of labors as the research variable. The researcher expects that the test goal determination such as need for more income, need for the occupational stability and advancement, need for the national skill standard certificate for the opportunities to find or change a job affects labors' decision to enrol in the national skill standard test for achieving the specified goals.

2.6.3 Factor of belief in the test benefits

Leeder's Social Action Theory mentions the factor of beliefs as follows; Beliefs are people's thought or feeling on any issue and acceptance of such issue as a useful thing. Beliefs are a factor of pull factors and correlate with people's decision to do anything. Most people choose to do according to their existing beliefs.

If labors accept and believe that the national skill standard test is beneficial to themselves and the society, they are motivated to make decision to enrol in the national skill standard test. Therefore, the researcher chooses the factor of labors' belief in the test benefits as a research variable. And the researcher expect that such factor affects labors' decision to enrol in the national skill standard test.

2.6.4 Factor of expectations of people and the society

The factor of expectations is the feeling of people, people group or the society on themselves and other people for having beliefs, feeling, or action required by people, people group, and the society. And it is a factor of push factors, which affects people's decision to express any behavior according to Leeder's Social Action Theory.

If labors feel that their family relatives, colleagues, employers, customers, the state agencies expect labors to enrol in the national skill standard test by any reasons, it may make labors decide to enrol in the national skill standard test. This is a factor which the researchers want to study and expects that expectations of such people and society affect labors' decision to enrol in the national skill standard test.

2.6.5 Factor of the necessary condition of the test

After reviewing related literatures, the researcher finds the condition which makes people or labors enrol in the national skill standard test as follows; As for the training curriculum for working preparation of Department of Skill Development determines that the training participants must pass the national skill standard test before finishing the training. The vocational certificate curriculum of some private educational institutes determines that students must pass the national skill standard test

in their educational field. And after reviewing the concept of the accredited garages, the researcher finds that any garages which want to be certified as the accredited garages of Department of Insurance must have at least 4 mechanics who pass the national skill standard test such as a coachwork hitting mechanic, a car paint mechanic, an engine repairing mechanic, and a car electrician. This is like a commitment for the accredited garages which allow their employees or labors to enrol in the national skill standard test or must receive labors at least 4 occupations, passing the national skill standard test for working in the accredited garages. This is labors' commitment or the necessary condition of the test.

This is consistent with Leeder's Social Action Theory, which explains that commitments are a factor of push factors, which affects people's decision to express any behavior.

As the researcher thinks that the necessary condition of the test is a factor which affects labors' decision to enrol in the national skill standard test, the researcher studies such factor.

2.6.6 Factor of confidence in self-efficiency

Bandura (1977 quoted in Pearson, 1991: 132) defines that "Confidence in self-efficiency" is perception of self-ability, which stimulates motivation, thought, and action which are necessary for responding to the needs according to various situations. Confidence in self-efficiency is the concept deriving from Social Cognitive Theory, which believes that behavior, thought, and environments have mutual influence.

Bandura explains the significance of confidence in self-efficiency to motivation, especially self-motivation with determination of goals and self-evaluation. Self-motivation involves determination of standard for self-evaluation on performance and giving rewards to oneself. People stimulate themselves to try to work until their performance reaches the required standard. Perception of the sub-standard performance causes dissatisfaction. This causes a change in behaviors. So, the reward an evaluation which appear negative when compared with the standard determined by people will motivate people to make decision.

People having low self-confidence may not try to express any behavior which creates the required results. If people lack confidence in self efficiency they seldom express the important behavior such as planning or creating efficiency for success (Hackett & Betz, 1981: 326-339). So, high and correct confidence in self-efficiency is very important to all behaviors for development or motivation of humans (Lent & Hackett, 1988: 347-382).

Wood & Bandura (1989: 361-383) say that confidence in self-efficiency impacts on mental health and action. Decision on each person's ability affects selection of activities or situations. People mostly avoid doing the activities which they cannot do but they are ready to face the challenging activities and environments which they think that they can manage. People having high confidence in self-efficiency mostly select possible situations. However, people mostly limit alternatives of the situations and activities because they think that they lack necessary ability. Moreover, confidence in self-efficiency indicates the motivation level, which reflects people's effort. Confidence in self-efficiency affects the pressure and tension level which people receive in the situation which they face. The thought involving the future controls the behavior of goal determination. Goal determination receives the influence from evaluation of self-ability. High confidence in self-efficiency causes the high goal and the goal stability. Moreover, confidence in self-efficiency affects analysis for decision. This is consistent with Leeder's Social Action Theory, which mentions the factor of ability as follows; People feel that they have knowledge and ability to successfully do various things. The factor of ability affects decision to express that behavior.

According to the abovementioned concept, confidence in self-efficiency is a reason of people's decision to select to express any behavior to be suitable for their existing efficiency. Evaluation of self-ability is a base for people to select the alternative, which is suitable for ability. Whether labors make decision to enrol in the national skill standard test, labors must evaluate their ability or have confidence in self-efficiency that whether their existing efficiency can make them pass the test. Therefore, the researcher chooses confidence in self-efficiency as a research factor and expects that such factor affect labors decision to enrol in the national skill standard test.

2.6.7 Factor of support of people and the society

At present, the concept of support of people and the society receives much interest from the social science and the behavioral science because such concept physically and mentally affects people's behavior and practice. People may receive such support from close people such as friends, siblings, neighbors, colleagues, organizations, or the society in various models. This is because humans stay together as the society and must depend on each other in order to meet their physical needs and have stable feeling that they are acceptable to people in the society. This will make people live more happily (Jariyawat Khomphayak, 1988: 96).

According to such concept, several people define "Support of people and the society" as follows;

Cobb (1976: 300-314) says that "Support of people and the society" means that people receive the information, which makes them believe that other people love, see the value, and praise them. And people also feel that they are a part of the society, have participation in the society, and have mutual ties.

Pilisulk (1982 quoted in Wate Boonkun, 2000:5) says that "Support of people and the society" is relation among people by giving assistance on the materials and emotional stability and making people feel that they are a part of the society. Moreover, social support can prevent people from the crisis and illness.

House (1981 quoted in Brown, 1986: 5) says that "Support of people and the society" is interaction among people, which comprises affection, reliability, assistance on money, things, labors, giving information, giving feedback, and information for learning and self-evaluation.

Pender (1987: 396) says that "support of people and the society" means that people feel that they possess, are accepted, are loved, are respected, have value, and are required by other people. People receive support from people group in their social system so that they can suitably stay in the society. There may be support of emotion, materials, advice, and services for creating confidence to people who are member and have participation in their society.

Sources of support of people and the society

Ubon Nawatchai (1984: 285) mentions concept of classification of people groups who are the sources of support of people and the society into 3 groups as follows;

1. Spontaneous or Natural Supportive System comprises 2 people groups as follows; the first group is kin such as grandfather, grandmother, father, mother, children, and grandchildren. The second group is kinth such as neighbors, acquaintance, and colleagues.

2. Organized support means people group gathering as the until or the club. Such group is not established by the professional health group such as Elder Club.

3. Professional Health-care Workers means people who professionally encourage, prevent, cure, and rehabilitate people's health.

House (1981 quoted in Praphaphen Suwan, 1993: 177) divides behaviors of giving social support into 4 categories as follows;

1. Emotional support means sympathy, care, giving encouragement, showing mutual love, praise, seeing value among related people.

2. Appraisal support means people's receipt of feedback, agreement, and affirmation for use in self-evaluation, which makes people have confidence and compare themselves with other people.

3. Information support means giving the information, warning, giving the consultation which can be used in solving the problems which stem from illness.

4. Intramental support means giving assistance on things, time, money, or labors for helping solve the health problem of people.

Gottlieb (1985 quoted in Jariyawat Khomphayak, 1988: 100-105) divides the level of support of people and the society into 3 levels as follow;

1. Macro-level is consideration of joining or participating in the society. This level can be measured from relation with the institute in the society, joining with various groups, and living in the society.

2. Mezzo-level is consideration of structures and duties of the social network by specifically measuring people group who always have mutual relation such as friends. The social support in this level is to give advice give material assistance, friendship, and emotional support.

3. Micro-level is consideration of relation of people who have closest relation. It is believed that the quality of relation is more important than the

quantity, which is size, number, and frequency. Sources of this support are married couple, children, and members in the family, who most have emotional closeness.

Duangkamol Jannimit (1995 quoted in Sutthanij Hunthasarn, 1996: 86) does a research on Influence of receipt of support from relatives over self-care behavior of high blood pressure patients in the high blood pressure clinic, Uttaradit Hospital. The research results find that patients' self care behavior on exercising, eating, medical check-up according to the appointment, practicing meditation correlates with receipt of support from relatives.

Kanjana Seenuan (1993: 86) dos a research on factors which Affect smoking behavior of monks in Ratchaburi Province. The research results find that receipt of the abbot's warning correlates with the smoking behavior.

Sutthisee Trakoonsitthichoke (1992: 58) finds that social support positively correlates with self-care ability in the high level. This is consistent with Orem's concept (1991: 59) which emphasizes that interaction with other people enables people to have close relation, perceive that they are a part of the society, exchange mutual opinion, and receive assistance in various aspects such as advice, things.

Supphawarin Hankittikul (1996: 2) does a research on Factors which affect encouragement of the health of elders in Lampang Province. The research results find that receipt of social support from family member, siblings, neighbors, medical personnel, and the public health officer's correlates with the health encouragement behavior at the significant level.

Bertera (1991 quoted in Sutthanij Hunthasarn, 1996: 85) does a research on Relation of receipt of social support and elders' health. The research results find that the elders receiving social support increasingly do activities for encouraging their health.

After studying the concept and researches on support of people and the society, the researcher finds that support of people and the society is a variable which makes people decide to express different behaviors. This is consistent with Leeder's Social Action Theory which explains that the factor of support is a factor of able factors, which affects people's decision to express behavior. Therefore, the researcher also studies the factor of support of people and the society and expects that such factor affects labors' decision to enrol in the national skill standard test.

2.6.8 Factor of employers' need tendency

Employers means the firm owners or the firm executives who have the highest management power in the firms and pay wages to labors. In the labor market, employees have less bargaining power than employers because number of people seeking a job is more than existing job quantity. Labors having lower economic status want to quickly get a job. While, employers having better status can wait and select labors from a lot of applicants. Therefore, employers can determine employment condition (Sumalee Pitayanon, 1996: 14), In fact, as for the labor employment process, the firm owners or employer determine labors' qualifications to be consistent with the required positions. The firm employers have selection and application steps, If the firms determine that labors must also pass the national skill standard test for the related occupations, labors must be interested to enrol in the skill standard test for those occupations for more working opportunities. If each labor has equal opportunity to find a job which requires high quality staff or labors, staff or labors must try to show that they have qualifications which are suitable for being selection from employers. Such reliable express is called signalling. Staff or labors express their qualifications until they have more opportunities to be selected (Jutha Manasphaiboon, 1994: 80-81).

Employer influence labors' decision to enrol in the national skill standard test. As for this research, the researcher studies labors in the accredited garages which are the firms where there are employees or labors who pass and do not pass the national skill standard test. Generally, employer are familiar with labors, know labors habits competency knowledge, ability, can analyze each labor's qualifications, ability, personality. Therefore, the researcher studies employers' need tendency towards employment of labors having the national skill standard through the variables of employers' attitude towards the national skill standard, necessity to employ labors who pass the national skill standard test, satisfaction with labors who pass the national skill standard test, encouragement of employees or labors to enrol in the national skill standard test. Employers' need tendency can indicate labors' tendency to enrol in the national skill standard test.

CHAPTER 3

RESEARCH METHODOLOGY

This research was Applied Research. The researcher applied Decision Theory for the study of enrolment in the skill standard test by Mixed-Methodology as follows; The researcher collected data by surveying the questionnaires and quantitative analysis of data. And the researcher collected data by interviewing and qualitative analysis of data. There were 2 stages of the study as follow; Stage 1: The researcher wanted to study factors which affected labors decision to enrol in the national skill standard test: Case study of labors in the accredited garages. The researcher studied the following independent variables; Personal factors comprising age, education, working duration, income, and marital status, Factor of the test goal determination, Factor of belief in the test benefits, Factor of expectations of people and the society, Factor of the necessary condition of the test, Factor of confidence in self-efficiency, Factor of support of people and the society. The researcher did Quantitative Research on such factors by using the method of Survey Research. The researcher collected data by using questionnaires as the research tool. Stage 2: The researcher wanted to study the factor of employers' need tendency, which was the outside factor which was expected to affect labors' decision to enrol in the national skill standard test by using the method of Qualitative Research. The researcher collected data by Structured Interview or Formal Interview and Informal Interview by making an In-depth Interview with the sample groups who were accredited garage owners or employers.

3.1 The study in stage 1

3.1.1 populations and sample groups who were studied

3.1.1.1 Population

Population for the study in stage 1 were labors who never enrolled in the national skill standard test and labors who used to enrol in the national skill

standard test but did not pass the test. The researcher studied 502 labors from 502 accredited garages all over the country. And the researcher studied factors which were expected to affect labors' decision to enrol in the test as follows;

- Personal factors comprising age, education, working duration, income, and marital status.

- Factor of the test goal determination
- Factor of belief in the test benefits
- Factor of expectations of people and the society
- Factor of the necessary condition of the test
- Factor of confidence in self-efficiency
- Factor of support of people and the society

3.1.1.2 Sample groups.

The researcher found the sampling size in Stage 1. The researcher determined error of the sample groups at 0.05. And the researcher calculated to find the sample groups by using Yamane's formula (1973: 727) and received the lowest sampling size with Reliability of 95% or error of 0.05.

$$n = \frac{N}{1+Ne^2}$$

When $e =$ Error of random sampling = 5% (0.05)

$N =$ Population size

$n =$ Sampling size

Populations in Group 1 were 502 labors in the accredited garages, who did not pass the national skill standard test. The researcher could calculate to find the sampling size as follows;

$$n = \frac{502}{1+502(0.05)^2}$$

$$= 222.6 \text{ units} = 223 \text{ people}$$

The lowest sampling size after calculation = 223 people

The researcher used the sampling size = 233 people

After that, the researcher calculated to find the sample groups according to the ratio of number of accredited garages situated all over the country until 233 accredited garages remained (1 person per 1 garage). The researcher found the representatives of the sample groups by Sample Random Sampling by drawing. Sampled populations used for the study in stage 1 were shown in table 2

Table 2 Sampled populations for the study in stage 1

Locations	Population	Sample group	Percentage
Bangkok Area 1	66	30	12.9
Bangkok Area 2	72	33	14.2
Bangkok Area 3	45	21	9.0
Bangkok Area 4	29	14	6.0
Samutprakarn	22	10	4.3
Pathumthani-Nonthaburi	45	21	9.0
Central Region	18	8	3.4
Eastern Region	29	14	6.0
Western Region	27	13	5.6
Northern Region (the upper part)	28	13	5.6
Northern Region (the lower part)	33	15	6.4
Southern Region (the upper part)	16	7	3.0
Southern Region (the lower part)	23	11	4.7
North-eastern Region	15	7	3.0
North-eastern Region (the upper part)	25	12	5.2
North-eastern Region (the lower part)	9	4	1.7
Total	502	233	100.0

3.1.2 Variable measurement level

The variable measurement level of the study of labors in Stage 1 was as follows;

3.1.2.1 Independent variables were as follows;

1) Personal factors comprised

- Age was measured by ratio scale.
- Education was measured by nominal scale.
- Working duration was measured by ratio scale.
- Income was measured by ratio scale.
- Marital status was measured by nominal scale.

2) The factor of the test goal determination was measured by interval scale.

3) The factor of belief in the test benefits was measured by interval scale.

4) The factor of expectations of people and the society was measured by interval scale.

5) The factor of the necessary condition of the test was measured by nominal scale.

6) The factor of confidence in self-efficiency was measured by interval scale.

7) The factor of support of people and the society was measured by interval scale.

3.1.2.2 Dependent variable was labors' decision to enrol in the national skill standard test, which was measured by nominal scale.

3.1.3 Research tools

As for the research tool in Stage 1, the researcher used questionnaires as the tool for data collection. The researcher studied documents and researches on labors' decision to enrol in the national skill standard test and designed the questionnaires by

covering specified variables and definitions. Details of the questionnaires were as follows;

Part 1: Details of personal factors and related information of the sample groups for supporting labors' decision to enrol in the national skill standard test such as age, education, working duration, income, and marital status. This part was close-ended questions.

Part 2: This part was close-ended questions on Factor of the test goal determination, Factor of belief in the test benefits, Factor of expectations of people and the society, Factor of the necessary condition of the test, Factor of confidence in self-efficiency, and Factor of support of people and the society.

3.1.4 Design for the research tools

As for the study in Stage 1, the researcher designed the questionnaires as the research tool according to the following steps;

3.1.4.1 The researcher studied the research questionnaire designing principles. Then, the researcher determined question scope according to the research framework by receiving recommendations from the thesis advisor, specialists, experts, and other people who had experiences.

3.1.4.2 The researcher studied the information from documents, researches, and theoretical concept, which mentioned the research variables and objectives. And the researcher tried to design the scales, which were most consistent with the studied contents according to the recommendations of the thesis advisor, specialist, experts, and other people who had experiences.

3.1.4.3 The researcher determined the question issue to be consistent with the research objectives and benefits.

3.1.4.4 The researcher presented the questionnaire draft to be the thesis adviser for examination of content accuracy and language. Then the researcher presented such draft to the specialist, experts, and people who had experiences for examination and correction for the questionnaire clearness, accuracy, and completeness before trying out the questionnaires.

3.1.4.5 The researcher tried out the corrected questionnaires with labors in the accredited garages, which were not the real sample groups. Then, the researcher checked the questionnaires and analyzed to find the tool efficiency.

3.1.5 Examination of the tool quality

Method of examining the tool quality for the study in stage 1 were as follows;

3.1.5.1 Finding Validity

The researcher designed the questionnaires by studying related documents and researches. Then, the researcher presented such questionnaires to the thesis control chairman and experts for examination of clearness and accuracy to words, language, and content validity.

3.1.5.2 Finding Discrimination

As for sets of questionnaires which were tried out, the researcher found Discrimination of each article of the questionnaires in each pert. The researcher tested each article of the high score group and the low score group by using t-test at the significant level of 0.05. And the researcher selected the questions with the t value over 1.75 for real use. There were no questions with the t value below 1.75. These questions had to be improved so that they could be measured. The used formula and Discrimination of each article were as follows;

$$t = \frac{(X_H - X_L)}{\sqrt{\frac{S^2_H}{N_H} + \frac{S^2_L}{N_L}}}$$

- When X_H = Mean of the high score group (27%)
 X_L = Mean of the low score group (27%)
 S^2_H = Variance of the high score group
 S^2_L = Variance of the low score group
 N_H = Total respondents of the high score group
 N_L = Total respondents of the low score group

Test goal determination		Belief in the test benefits		Expectations of people and the society	
Article 1	3.63	Article 1	2.67	Article 1	5.82
Article 2	2.50	Article 2	4.94	Article 2	9.17
Article 3	3.30	Article 3	3.33	Article 3	5.29
Article 4	2.50	Article 4	3.13	Article 4	4.65
Article 5	4.40	Article 5	2.03	Article 5	4.88
				Article 6	4.27
The necessary condition of the test		Confidence in self-efficiency		Support of people and the society	
Article 1	1.92	Article 1	5.65	Article 1	2.42
Article 2	2.13	Article 2	3.33	Article 2	2.21
Article 3	1.88	Article 3	2.68	Article 3	2.78
Article 4	4.40	Article 4	5.60	Article 4	1.85
Article 5	3.13	Article 5	5.65	Article 5	2.12
				Article 6	4.40
				Article 7	3.14
				Article 8	2.03
				Article 9	1.88
				Article 10	3.13

3.1.5.3 Test of Reliability

The researcher found Reliability of each part of the questionnaires by using Cronbach’s coefficient alpha (Phuangrat Thaweerat, 1997: 125)

$$\text{Reliability } (r_{tt}) = \frac{K}{K - 1} \left(1 - \frac{\sum s_t^2}{s_t^2} \right)$$

When k = Number of questionnaire articles

$\sum s_t^2$ = The sum of variance of each article

s_t^2 = Variance of total scores of every article

Results of analysing the questionnaire reliability were as follow;

	Number of articles	Reliability
A set of questionnaire	36	0.8340
- The test goal determination	5	0.6427
- Belief in the test benefits	5	0.7914
- Expectation of people and the society	6	0.8859
- The necessary condition of the test	5	0.7982
- Confidence in self-efficiency	5	0.8433
- Support of people and the society	10	0.7341

The researcher presented the questionnaire analysing results to the thesis control committee for improving the questionnaires. Then the researcher used the questionnaires for real data collection.

3.1.6 Data collection

The researcher collected data as follows;

3.1.6.1 The researcher prepared an official letter of the faculty of Social Sciences and Humanities, Mahidol University in order to ask cooperation in data collection from the accredited garage owners so that these owners allowed labors who did not pass the national skill standard test, labors who used to enrol in the test but did not pass the test, and labors who never enrolled in the test to be respondents and returned the questionnaires to the researcher.

3.1.6.2 The researcher sent such letter enclosed with questionnaires and envelopes with stamp addressing to the researcher to the accredited garage owners who were the studied sample groups by post. The researcher totally sent 466 sets of the questionnaires for the sample groups in each area. After that, the researcher collected the returned questionnaires and selected 233 sets of the questionnaires, which were completely answered for the study.

3.1.6.3 If the accredited garage owners returned the questionnaires late or did not completely return the questionnaires, the researcher called the accredited garage owners to quickly return the remaining questionnaires.

3.1.7 Data analysis

The researcher analysed data deriving from the questionnaires with SPSS 11.0 for windows (Statistical Package for Social Sciences) for finding the statistical value as follows;

3.1.7.1 The researcher examined accuracy of all data.

3.1.7.2 The researcher designed manuals, coded, and recorded in the coding form.

3.1.7.3 The researcher analysed basic data by using Descriptive Statistic in the form of the table for showing number, percentage, mean, standard deviation, the lowest value, the highest value of the sample groups.

3.1.7.4 The researcher analysed relation among independent variables which affected dependent variables by using Logistic Regression.

3.1.7.5 Data on independent variables.

As for test goal determinate, belief in the test benefits, expectations of people and the society, confidence in self-efficiency, and support of people and the society, the researcher determined the rating scale according to Likert Scale for 5 levels: Considerably agree, Agree, Not sure, Disagree, Considerably disagree. The score criteria were a follow;

	Positive opinion	Negative opinion
Considerably agree	5	1
Agree	4	2
Not sure	3	3
Disagree	2	4
Considerably disagree	1	5

After that, the researcher divided levels of each variable into 3 levels deriving from the score mean by subtracting the lowest scores from highest scores and divided by 3.

From the formula Mean = $\frac{5 - 1}{3}$ = 1.33

The average score between 1.00-2.33 has low value.

The average score between 2.34-3.67 has moderate value.

The average score between 3.68-5.00 has high value.

As for the necessary condition of the test, the researcher determined 2-level value: “Know” and “Do not know”. If the respondents answer “Know” they received 1 score. If they answered, “Do not know”, they and did not receive any scores.

3.2 The study in stage 2

This part was Qualitative Research. The researcher collected data by structured interview or formal interview and informal interview. The researcher made an in-depth interview with the sample group about the accredited garage employers' need tendency to employment of labors having the national skill standard. The researcher mainly gave significance to data source and meaning of the information according to informants' opinion such as employers' attitude toward the national skill standard, necessity to employ labors who passed the national skill standard test, satisfaction with labors who passed the national skill standard test, encouragement of employees or labors to enrol in the national skill standard test. The researcher made an in-depth study of such factors and the sample groups' feeling. And the researcher analysed data by interpreting, making conclusion, and selecting Descriptive Research for describing the existing condition of the phenomenon.

As for structured interview or formal interview, the researcher determined various questions as the interview from in advance. Therefore, the researcher interviewed the sample groups with fixed questions. The researcher interviewed people with the same questions because the researcher wanted to compare data of each employer and make sure that difference of the obtained data did not result from determination of different questions. As the researcher had enough basic knowledge of culture of the studied populations, the researcher determined questions which were consistent with reality and could interpret the meaning of data.

The informal interview by in-depth interview meant the interview which the interviewer had the specified objective so he tried to stimulate interviewees to be

interested in such specified objective. As for the important characteristic of such interview, the researcher had to know that what information they wanted. As for such interview, the researcher could continuously determine or adjust questions while the researcher was interviewing. So, the researcher received correct and detailed data.

3.2.1 Populations and sample groups who were studied

Populations and sample groups for the study in Stage 2 were 502 employers who owned 502 accredited garages all over the country in 2003. The researcher studied the factor of employers' need tendency such attitude towards the national skill standard, necessity to employ labors who passed the test, satisfaction with labors who passed the test, and encouragement of employees to enrol in the test.

The researcher found the size of the sample groups who were the accredited garage owners by Purposive Sampling. As the researcher used Non Probability Sampling in order to receive the suitable sample groups, member had unequal opportunities to be selected. The researcher determined Maximum Variation Sampling. So, this research used different key informants.

After studying and reviewing data of the accredited garages, the researcher found that criteria of being the accredited garages of Department of Insurance were determined by the accredited garage administration committee. Various criteria could be changed according to resolution of the committee meeting. Therefore, determination of criteria that the accredited garages must have labors or mechanics who passed the national skill standard test depended on such committee. Such criterion affected determination of qualifications of labors who would be employed by the accredited garage owners. This would also affect labors' decision to enrol in the national skill standard test. The elements of the accredited garage administration committee appointed by Department of Insurance comprised representatives of various agencies as committeemen. There were 20 representatives of the accredited garages from 46 committeemen. The committeemen who were representatives of the accredited garages were the accredited garage owners or employers. As these employers directly had close relation with their labors, they well knew difference of employment of labors who passed or did not pass the national skill standard test. This

reflected the feeling on tendency to employ labors who passed the national skill standard test. And this could stimulate the accredited garage administration committee to change the criteria of being the accredited garages of Department of Insurance. And this enabled the researcher to well explain the factor of employers' need tendency, which affected labors' decision to enrol in the national skill standard test.

Therefore, the researcher chose employers' who were committeemen of the accredited garage administration committee as the studied sample groups. As the researcher wanted to have different sample groups, the researcher divided such groups for being the studied size by considering management of the accredited garages as follow; The accredited garages registered as the juristic person were managed by the committee. While, the other accredited garages were managed by the single owner. Both accredited garages had different power in management decision. And the researcher also found that if locations of the accredited garages were different, management methods and needs were also different. As the accredited garages in Bangkok had high competitive condition, high expenditure and high cost, their management and decision were different from those of the accredited garages in the other provinces where were lower competition, expenditure, and cost. The sample groups used for the study in Stage 2 were shown in table 3

Table 3 Sampled populations for study in stage 2

Sample groups names	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Bangkok (Juristic Person)							
Phaisit	54	P.4	Married	40	3,000,000	80 (10/70)	10
Prasit	62	P.3	Married	50	500,000	20 (10/10)	5
Bangkok (a single owner)							
Phaisarn	48	M.3	Married	30	500,000	20 (5/15)	5
Orawan	50	Bachelor degree	Married	25	2,000,000	60 (15/45)	8
Other provinces (Juristic person)							
Kiattisak	54	Diploma	Married	20	200,000	13 (6/7)	8

Table 3 Sampled populations for study in stage 2 (Cont.)

Sample groups names	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Suphakorn Bangkok (a single owner)	52	P.4	Married	30	1,500,000	45 (10/35)	10
Wiratch	45	M.6	Married	35	200,000	15 (15/0)	5
Somphong	55	-	Married	40	1,000,000	40 (6/34)	10
Total mean	52.2	-	-	33.7	1,110,000	36 (9/27)	7.6

Remark (1) = Age

(2) = Education

(3) = Marital status

(4) = Working experience (years)

(5) = Income (Approximately) before deducting expenditures/month

(6) = Number of employees (passed/did not past the test)

(7) = Number of customer (Insurance companies)

The table 2 showed general information of 8 accredited garages employers or owners. There were 7 male employers and 1 female employer. These employers were the accredited garages administration committee and had the accredited garages which were both managed by the committee and the single owner and were situated in Bangkok and other province (4 people per each area). Employers' average age was 52.5 years old. 50% of employers received education in primary level. 25% of employers received education in the secondary level. And 25% of employers received educational in the university level. Every employer was married. Employers' average working experiences were 33.75 years. Their average incomes before deduting expenditures were 1.5 million baht/month (Bangkok) and about 0.72 million baht/month (in other province). Total average incomes before deducing expenditures were about 1.11 million baht/month. Employers averagely had 36 employees. 9 employees (26.26%) passed the test. 27employees (73.74%) did not pass the test. 7.6 insurance companies were employers' customer.

As for the study in Stage 2, the researcher collected data by making an in-depth interview with the accredited garage employers who were the sample group (Both formal and informal interview). The researcher emphasized data analysis by interpreting, making the conclusion, and describing the existing condition of the phenomenon only. The researcher did not want to explain that how the studied phenomenon occurred.

3.2.3 Researcher tools and design for the research tools

The researcher used the formal and informal interview as the research tool for collecting data have clear from the sample groups. Such interview made the research have clear framework. It enabled the researcher to know important information. As such interview was flexible, the researcher had more understanding of the issues which the resarcher wanted to study.

Interview guide: The interview information was divided into 6 parts as follows;

Part 1: Interview guide on interviewees' basic information.

Part 2: Interview guide on interviewees' attitude towards the national skill standard

Part 3: Interview guide on interviewees' satisfaction with labors who passed the national skill standard test.

Part 4: Interview guide on interviewees' necessity to employ labors who passed the national skill standard test.

Part 5: Interview guide on interviewees' encouragement of employees' to enrol in the national skill standard test.

Part 6: Interview guide on interviewees' need tendency to employment of labors who passed the national skill standard test.

Examination of the tools used for studying the sample groups was as follows;

1. Reliability was consistence of data deriving from the researchers' interpretation and informants' thought.

1.1 The researcher determined the questions as the interview guide by studying documents.

1.2 The researcher tried out the interview with other informants who were not the sample groups for improving questions, testing control of the interview duration, and testing difficulty and easiness of the question guide.

1.3 The researcher interviewed the real sample groups. As the answer deriving from the interview were specific answers of each person, the researcher repetitively asked those key informants for affirming the previous answers.

2. Validity was the research reality or the research validity

2.1 Data validity. According to the principles of the qualitative research, data invalidity stemmed from the researcher and the key informants. As for this research, the researcher had good relation with the key informants. The researcher of labors' enrolment in the national skill standard test therefore, there was good rapport between the researcher and the key informants. Then, the obtained data were valid. The researcher controlled the interview situation for data validity. This research was done with Contextual Validity.

2.2. Interview validity. The interview method had to be correct, concise, and reliable. The researcher's questions had to be consistent with the research objectives. There should be the question score which covered research questions. The researcher determined the interview questions by using concise and clear language and stimulated interviewees to answer according to the reality.

3.2.4 Data collection

The researcher collected data by calling the accredited garage owners who were the sample groups to make an appointment. And the researcher interviewed the sample groups according to the specified data, time, and place.

3.2.5 Data analysis

The collected data were qualitative data which were descriptive messages deriving from interviewing and recording. The researcher analysed data by making the conclusion for the qualitative research by using the following analysis method;

3.2.5.1 Analytic induction

The researcher interpreted and made the conclusion of data from the seen phenomenon. After experiencing the research phenomenon, the researcher had to make the conclusion. The obtained conclusion was temporary conclusion. As for such temporary conclusion, the researcher classified each concept and synthesized data in the same group for finding that how those data related.

3.2.5.2 Constant comparison

Constant comparison was to find similarity and difference of data qualifications for making the conclusion of data similarity and difference. Data to be compared could be small events or words, or concept. The main principle of analysis was that analysers had to seek and compare several elements. If details of the element qualifications were clearer, the results deriving from comparison were clearer.

3.2.5.3 Interpretation analysis

As for data interpretation, the researcher tried to understand the meaning of data. As for this research, the researcher interpreted data after comparing data by choosing and interpreting main words deriving from the interview in order to find the meaning hidden in other words which were joint context with those answers so that the researcher made the inductive conclusion of the analysis results.

CHAPTER 4

RESULTS

The research results of “The study of factors affecting labors’ decision to enrol in the National Skill Standard Test: case study of labors in accredited garages” were divided into 2 stages s follows;

4.1 The research results in stage 1

This stage was the research results of factors expected to affect labors’ decision to enrol in the national skill standard test. The researcher studied the sample group who were labors in the accredited garages by using the questionnaires as the data collection tool. And the researcher analysed data and concluded the research results of follows;

4.1.1 Personal factors of the sample group

The studied sample group were 233 labours in the accredited garages. 28.75% of the sample group were 21-25 years old. The youngest sample group were 19 years old. The oldest sample group were 35 years old. Average age of the sample group was 31 years old. Education of 84.55% of the sample groups was below the university level. Education of 15.45% of the sample group was over the university level. Working duration of 59.22% of the sample group was below 6 years. Working duration of 34.76% of the sample group waas 6-10 years. The lowest working duration of the sample group was 1 year. The highest working duration of the sample group was 25 years. Average working duration of the sample group was 6 years. The monthly income of 55.79% of the sample group was 6,000-10,000 baht. The monthly income of 24.46% of the sample group was 10,001-15,000 baht. The lowest income of the sample group was 4,500 baht. The highest income of the sample group was 26,000 baht. The average monthly income of the sample group was 9,632.18 baht. As for the

marital status, 63.94% of the sample group were married. 5.63% of the sample group were single. Details were shown in table 4

Table 4 Personal factors of the sample group

Personal factors	Number	Percentage
Age		
Below 20 years old	5	2.14
21-25 years old	67	28.75
26-30 years old	58	24.89
31-35 years old	49	21.03
36-40 years old	19	8.15
over 40 years old	35	15.04
Min = 19 Max = 35 \bar{X} = 31.10 S.D. = 7.08		
Education		
Primary level	49	21.03
Lower secondary level	87	37.34
Higher secondary level	39	16.74
Vocational education	22	9.44
High vocational education	7	3.00
Bachelor degree	27	11.59
Over bachelor degree	2	0.86
Working duration		
Below 6 years	138	59.22
6-10 years	81	34.76
11-15 years	0	0.00
16-20 years	3	1.29
Over 20 years	11	4.73
Min = 1 Max = 25 \bar{X} = 6.01 S.D.= 4.99		

Table 4 Personal factors of the sample group (Cont.)

Personal factors	Number	Percentage
Income		
Below 6,000 baht	30	12.87
6,001-10,000 baht	130	55.79
10,001-15,000 baht	57	24.46
15,001-20,000 baht	11	4.72
Over 20,000 baht	5	2.16
Min=4,500 Max=26,000 \bar{X} =9,632.18 S.D.=4,348.36		
Marital status		
Married	149	63.94
Single	83	35.63
Widowed	1	0.43

4.1.2 The sample group's decision to enrol in the test

After studying the sample group's enrolment in the national skill standard test, the researcher found that 89.70% of the sample group never enrolled in the test. 10.30% of the sample group used to enrol in the test but did not pass the test. As for decision to enrol in the test in the future, the researcher could divide the sample group into 3 groups as follows; Group 1 were the sample group who decided to enrol in the test (87.98%). This group consisted of labors who decided to enrol in the test if they were supported (39.91%), labors who certainly enrolled in the test because they saw the test benefits (32.62%), labors who would enrol in the test if they had the opportunity (15.54%). Group 2 were the sample group who answered that they were not sure (6.44%). Group 3 were the sample group who would not enrol in the test (5.58%). This group consisted of labors who did not enrol in the test because they thought that they would not pass the test (3.36%), labors who did not enrol in the test because they thought that it was not necessary (1.29%), and labors who did not enrol in the test because they thought that they would do other jobs (0.43%). Details were shown in table 5

Table 5 Number, percentage of labors who used to enrol in the test, labors who never enroled in the test, and labors' decision to enrol in the test in the future

The sample group's decision to enrol in the test	Number	Percentage
Enrolment in the national skill standard test		
Labors used to enrol in the test but did not pass the test	24	10.30
Labors never enroled in the test.	209	89.70
Decision to enrol in the test in the future		
Group 1 decided to enrol in the test		
Labors certainly enroled in the test.	76	32.62
Labors enroled in the test if they were support.	93	39.91
Labors enroled in the test if they had the opportunity	36	15.45
Group 2 answered that they were not sure.	15	6.44
Group 3 decided not to enrol in the test.		
Labors did not enrol in the test because they thought that it was not necessary.	3	1.29
Labors did not enrol in the test because they thought that they would do other jobs.	1	0.43
Labors did not enrol in the test because they thought that they would not pass the test.	9	3.86
Total	233	100.00

4.1.3 Factor of the test goal determination

The sample group's opinions on the national skill standard test goal determination could be divided into 2 groups as follow; Group 1 were the sample group who agreed with the enrolment in the test due to the following reasons; Labors had the opportunity to change their jobs or easily find jobs (84.54%). Labors were accepted from colleagues and employers (81.98%). Labors could have occupational stability (78.11%). Labors had the opportunity to receive more salary or wages

(54.93%). Group 2 were the sample group who were not sure that if they enrolled in the skill standard test, they would be promoted (60.08%). In general, the sample group's opinions on the national skill standard test goal determination were in the high level ($\bar{X}=3.70$). Detail were shown in table 6.

Table 6 Number, percentage and mean of the sample group classified by the skill standard test goal determination.

Skill standard test goal	Considerably agree/Agree	Not sure	Disagree/ Considerably disagree
Labors had the opportunity to be promoted.	86 (36.23)	140 (60.08)	7 (3.02)
Labors were accepted from colleagues and employers	191 (81.98)	27 (11.58)	15 (6.44)
Labors had the opportunity to receive more salary or wages.	128 (54.93)	82 (35.19)	23 (9.88)
Labors could have occupational stability.	182 (78.11)	36 (15.45)	15 (6.44)
Labors had the opportunity to change jobs or easily find jobs.	147 (84.54)	19 (8.15)	17 (7.31)

Total $\bar{X}=3.70$ S.D.=0.60 The sample group's test goal determination was in the high level. (The underlined figures meant the sample group over 50% answering the questionnaires.)

4.1.4 Factor of benefit in the test benefits

As for the sample group's opinion on the belief in the skill standard test benefits, most of the sample group agreed with the test benefits as follows; The sample group thought that the test was beneficial to the country in general (83.26%). Customers were confident in skills and services of mechanics who passed the test

(75.53%). The test was development of mechanics' working potential and skills (70.38%). The test was the tool of measuring mechanics' working potential and skills (67.38%). Employers would receive a lot of benefit if they employed mechanics who passed the test (62.65%). In general, the sample group's opinions on benefit in the national skill standard test benefits were in the high level ($\bar{X}=3.79$). Details were shown in table 7

Table 7 Number, percentage and mean of the sample group classified by the national skill standard test benefits

Skill standard test benefits	Considerably agree/Agree	Not sure	Disagree/ Considerably disagree
The test was the tool of measuring working potential and skills of mechanics who passed the skill standard test.	157 (67.38)	41 (17.59)	35 (15.03)
The test was development of working potential and skills of mechanics who passed the skill standard test.	164 (70.38)	65 (27.90)	4 (1.03)
Employers received a lot of benefits if they employed mechanics who passed the skill standard test.	146 (62.65)	62 (26.61)	25 (10.74)
Customers were confident in the services mechanics who passed the skill standard test.	176 (75.53)	57 (24.47)	0 (0.00)
The test was beneficial to the country in general.	194 (82.36)	39 (16.05)	0 (0.00)

Total $\bar{X}=3.79$ S.D.=0.57 The sample group's test goal determination was in the high level. (The underlined figures meant the sample group over 50% answering the questionnaires.)

4.1.5 Factor of expectations of people and the society

The sample group's opinion on expectations of people and the society for labors' enrolment in the national skill standard test could be divided into 2 groups as follows, Group a were the sample group who agreed that people or the society expected labors to enrol in the test (garage employers or owners (69.09%) and related professional association/clubs (54.07%). Group 2 were the sample group who answered that they were not sure that the following people expected labors to enrol in the test; colleageus (59.65%), father, mother or siblings (59.65%) and customers who received the services (54.50%). In general, the ssample group's opinions on expectations of people and the society for labors' enrolment in the national skill standard test were in the medium level ($\bar{X}=3.38$). Details were shown in table 8

Table 8 Number, percentage and mean of the sample group classified by expectations of people and the society for labors' enrolment in the skill standard test.

Expectations of people and the society	Considerably agree/Agree	Not sure	Disagree/ Considerably disagree
Father, mother or siblings	48 (20.60)	139 (59.65)	46 (19.75)
The garage employers or owners	161 (69.09)	72 (30.91)	0 (0.00)
Customers who received the services.	93 (39.91)	127 (54.50)	13 (5.59)
Colleagues	84 (36.06)	139 (59.65)	10 (4.29)
State agencies	90 (38.62)	89 (38.20)	54 (23.18)
Related professional associations/clubs	126 (54.07)	66 (28.32)	41 (17.61)

Total $\bar{X}=3.38$ S.D.=0.48 The sample group's test goal determination was in the high level. (The underlined figures meant the sample group over 50% answering the questionnaires.)

4.1.6 Factor of the necessary conditofions of the test

The sample group's perception of the necessary conditions of the skill standard test was divided into 2 groups as follow; Group 1 were the sample group who perceived the factor of the necessary conditions of the test as follows; The accredited garages had to employ at least 4 mechanics who passed the skill standard test (91.41%). Having the skill standard was useful for competition of business both inside and outside the country (84.12%). Some professional associations determined that employees had to pass the national skill standard test (80.68%). Group 2 were the sample group who did not perceive the factor of the necessary conditions of the test as follows; Vocational education and high vocational education curruculums of some schools determined that students had to pass the test before finishing the curriculums (54.94%). Some mechanics who received the ttaining had to pass the test before finishing the curriculums (50.65%). In general, the sample group's perception of the necessary conditions of the test was in the medium level ($\bar{X}=3.50$). Details were shown in table 9

Table 9 Number, percentage of the sample group classified by the necessary conditions of the skill standard test

The necessary conditions of the skill standard test	Perception	
	Perceive	Not perceive
Several mechanics who received the training had to pass the national skill standard test defore finishing the curriculums.	115 (49.35)	118 (50.65)
Vocational education and high vocational education curriculums of some school determined that students had to pass the national skill standard test before finishing the education.	105 (45.06)	128 (54.94)

Table 9 Number, percentage of the sample group classified by the necessary conditions of the skill standard test (Cont.)

The necessary conditions of the skill standard test	Perception	
	Perceive	Not perceive
The accredited garages had to employ at least 4 mechanics who passed the national skill standard test.	213 (91.41)	20 (8.59)
Due to high competition of the business both inside and outside the country the workplace had to employ labors who had skill standard for competition and survival of the business.	196 (84.12)	37 (15.88)
Some professional associations determined that employees had to pass the national skill standard test.	188 (80.68)	45 (19.32)

Total $\bar{X}=3.50$ S.D.=0.51 The sample group's perception of the necessary conditions of the test was in the medium level. (The underlined figures meant the sample group over 50% answering the questionnaires.)

4.1.7 Factor of confidence in self-efficiency

As for the sample group's opinions on confidence in self-efficiency, most of the sample group agreed with such factor in every issue as follows; The sample group were well responsible for the assigned job (96.55%). The sample group had working ability (84.98%). The sample group well had working knowledge (84.12%). Employers and colleagues were confident in the sample group's ability (71.24%). If the sample group enrolled in the test, they would certainly pass the test (66.38%). In general, the sample group's opinions on confidence in self-efficiency were in the high level ($\bar{X}=3.86$). Details were shown in table 10

Table 10 Number, percentage and mean of the sample group classified by confidence in self-efficiency

Confidence in self-efficiency	Considerably agree/Agree	Not sure	Disagree/ Considerably disagree
The sample group well had the working knowledge	196 (84.12)	36 (15.45)	1 (0.43)
The sample group had working ability	198 (84.98)	35 (15.02)	0 (0.00)
The sample group were well responsible for the assigned job.	125 (96.55)	8 (3.45)	0 (0.00)
The sample group were confident that if they enroled in the test, they would certainly pass the test.	157 (67.38)	76 (32.62)	0 (0.00)
Employers and colleagues were confident in the sample group's ability.	166 (71.24)	65 (27.89)	2 (0.87)

Total \bar{X} = 3.86 S.D. = 0.34 The sample group's confidence in self-efficiency was in the high level (The underlined figures meant the sample group over 50% answering the questionnaires.)

4.1.8 Factor of support of people and the society

The sample group's opinions on support of people and the society could be divided into 2 groups as follows; Group 1 were the sample group who agreed that they received support from the garage employers or owners to enrol in the skill standard test (73.82%). Group 2 were the sample group who were not sure that they received support from the following people to enrol in the test; customers who received the services (53.22%) and father, mother, siblings (50.21%). As for the state agencies and related professional associations/ clubs which were expected to support labors to enrol in the test, frequency of answering the questionnaires was disperse in every group. No group was dominant. Therefore, in general, the sample group's opinions on support of

people and the society were in the medium level ($\bar{X}=3.12$). This also included the supported things or methods. Details were shown in table 11

Table 11 Number, percentage and mean of the sample group classified by support of people and society

Support of people and the society	Considerably agree/Agree	Not sure	Disagree/ Considerably disagree
People, People group or agencies			
Father, mother, siblings	34 (14.60)	117 (50.21)	82 (35.19)
Customers who received the services.	23 (9.86)	124 (53.22)	86 (36.92)
The garage employers or owners	172 (73.82)	61 (26.18)	0 (0.00)
State agencies	75 (32.18)	48 (20.60)	110 (47.76)
Related profession associations/ clubs	86 (36.90)	71 (30.47)	76 (32.63)
Supported things or methods			
Money	101 (43.34)	68 (29.18)	64 (27.48)
Tool, materials, equipment	110 (47.21)	99 (42.49)	24 (10.30)
Labors	69 (29.61)	103 (44.20)	61 (26.280)
Giving advice or information	114 (48.92)	104 (44.63)	15 (6.45)
Testing place	106 (45.48)	71 (30.49)	56 (24.05)

Total $\bar{X}=3.12$ S.D.=0.63 The sample group's received support from people and the society in the medium level. (The underlined figures meant the sample group over 50% answering the questionnaires.)

4.1.9 Factors affecting labors' decision to enrol in the national skill standard test.

As for analysis of correlation of factors or independent variables affecting labors' decision to enrol in the national skill standard test, the researcher determined 11 independent variables as follow: age (X1), education (X2), working duration (X3), income (X4), marital status (X5), test goal determination (X6), belief in the test benefits (X7), expectations of people and the society (X8), the necessary conditions of the test (X9), confidence in self-efficiency (X10) and, support of people and the society (X11). And the researcher determined a dependent variable which was decision to enrol in the national skill standard test (Y). The variable measuring level was determined as follow;

Age The researcher used ratio scale divided as "Below 20 years old", "21-25 years old", "26-30 years old", "31-35 years old", "36-40 years old", and "Over 40 years old".

Education. The researcher used nominal scale divided as Primary level, Secondary level, Vocational education, High vocational education, Bachelor degree, and Over bachelor degree.

Working duration. The researcher used ratio scale divided as "Below 6 years", "6-10 years", "11-15 years", "16-20 years", and "Over 20 years".

Income. The researcher used ratio scale divided as "Below 6,000 baht", "6,001-10,000 baht", "10,001-15,000 baht", "15,001-20,000 baht", and "Over 20,000 baht".

Marital status. The researcher used nominal scale divided as "Married", "Single", and "Widowed".

Test goal determination. The researcher used interval scale divided into 5 levels such as Considerably agree, Agree, Not sure, Disagree for the following issues: Having the opportunity to change jobs or easily find jobs, Being accepted from

colleagues and employers, Having occupational stability, Having the opportunity to receive more salary or wages, and Having the opportunity to be promoted.

Belief in the test benefits. The researcher used interval scale divided into 5 levels such as Considerably agree, Agree, Not sure, Disagree, and Considerably disagree for the country in general. Customers were confident in the skills and services of mechanics who passed the test. The test was development of mechanics' working potential and skills. The test was the tool of measuring mechanics' working potential and skills. And employers received a lot of benefits if they employed mechanics who passed the test.

Expectations of people and society. The researcher used interval scale divided into 5 levels such as Considerably agree, Agree, Not sure, Disagree, and Considerably disagree.

The necessary conditions of the test. The researcher used interval scale divided as "Perceive" and "Not perceive" for the following issues; The accredited garages had to employ at least 4 mechanics who passed the skill standard test. Having the skill standard was useful for competition of business both inside and outside the country. Some professional associations determined that employees had to pass the national skill standard test. Vocational education and high vocational education curriculums of some schools determined that students had to pass the test before finishing the curriculums. And some mechanics who received the training had to pass the test before finishing the curriculums.

Confidence in self-efficiency. The researcher used interval scale divided into 5 levels such as Considerably, Agree, Not sure, Disagree, and Considerably disagree.

Support of people and the society. The researcher used interval scale divided into 5 levels such as Considerably, Agree, Not sure, Disagree, and Considerably disagree.

Labors' decision to enrol in the test. The researcher used interval scale as Decided to enrol in the test, Not sure, and Decided not to enrol in the test.

As for analysis of correlation between independent variables and dependent variables, the researcher used binary logistic Multiple Regression Analysis. According to agreement of Multiple Regression Analysis, variable measuring levels had to be interval scale or dichotomous and ratio scale. As for this research, 2 variables with the

measurement level in nominal scale were education and marital status. Therefore, the researcher determined these variables as dichotomous variables as follows;

Education = 1 = High vocational education – Over bachelor degree
(Over the university level)

= 0 = Uneducated – High secondary level / Vocational
education (Below the university level)

Marital status = 1 = Single / Widowed

= 0 = Married

The researcher determined the logic answer for dependent variable (Y) which was labors' decision to enrol in the test. The researcher determined the value of 1 for enrolment in the test and determined the value of 0 for no enrolment in the test (including labors who answered that they were not sure) (Kallaya Wanichbancha, 2003: 82-83). Details of analysis results were shown in table 12

Table 12 The results of analysing factors affecting labors' decision to enrol in the national skill standard test by using Binary Logistic Multiple Regression Analysis.

Variables	B	Wald	Sig	Exp (B)
Constant value	-54.214	17.606	0.000	0.000
Age (X1)	0.482	13.202	0.000	1.620
Belief in the test benefits (X7)	1.158	23.018	0.000	3.184
Confidence in self-efficiency (X10)	0.602	5.264	0.022	1.825
Support of people and the society (X11)	0.409	17.606	0.000	1.505

Method Enter Nagelkerke or Pseudo $R^2=0.724$, Chi-square=110.219 and Sig=0.000,
W or log (Odds)=-54.214+0.482 (X1)+1.158 (X7)+0.602 (X10)+0.409 (X11)

According to the table 12, there was analysis of 11 independent variables as follows: age, education, working duration, income, marital status, test goal determination, belief in the test benefits, expectations of people and the society, the necessary conditions of the test, confidence in self-efficiency, and support of people

and the society. According to the test statistics, model Chi-square was 110.219 and Sig was 0.000. This rejected H_0 . According to the test of hypothesis, H_0 was the opportunity to decide to enrol in the test, which did not depend on independent variables ($H_0: B_i=0; I=0, 1, \dots, 11$). And H_1 was the opportunity to decide to enrol in the test, which depended on at least an independent variable ($H_1: B_i \neq 0$). The analysis results found that affecting labors' decision to enrol in the national skill standard test were 4 variables. All variables could explain variance of labors' decision to enrol in the national skill standard test by 72.4% ($R^2=0.724$) by Logistic equation with Reliability of model equation, which determined cut value=0.5. The forecast was correct by 88%. After considering Logistic Coefficient, the researcher found that the value of 4 variables were more than 0. This made the value of Exp (B) be more than 1. The value of Odds would increase. Therefore, the opportunity to decide to enrol in the test increased. The following factors were arranged according to the value of Odds;

Factor of belief in the test benefits affected labors' decision to enrol in the national skill standard test and could explain the variance of labors' decision to enrol in the national skill standard test by 72.4% at the significant level of 0.5 (Reliability=95%). The forecast was correct by 88%. And the opportunity or tendency of labors' decision to enrol in the test was 3.2 time ($B=1.158$, $\text{Exp (B)} = 3.184$).

Factor of confidence in self-efficiency affected labors' decision to enrol in the national skill standard test and could explain the variance of labors' decision to enrol in the national skill standard test by 72.4% at the significant level of 0.5 (Reliability=95%). The forecast was correct by 88%. And the opportunity or tendency of labors' decision to enrol in the test was 1.8 times ($B=0.602$, Exp (B)

Factor of age affected labors' decision to enrol in the national skill standard test and could explain the variance of labors' decision to enrol in the national skill standard test by 72.4% at the significant level of 0.5 (Reliability = 95%). The forecast was correct by 88%. And the opportunity or tendency of labors' decision to enrol in the test was 1.6 times ($B=0.482$, $\text{Exp (B)}=1.620$).

Factor of support of people and the society affected labors' decision to enrol in the national skill standard test and could explain the variance of labors' decision to enrol in the national skill standard test by 72.4% at the significant level of 0.5

(Reliability=95%). The forecast was correct by 88%. And the opportunity of tendency of labors' decision to enrol in the test was 1.5 times ($B=0.409$, $Exp(B)=1.505$).

4.2 Research results in Stage 2

This stage was the research results of the factor of employers' need tendency, which was the external factor expected to affect labors' decision to enrol in the national skill standard test. The researcher studied the sample group who were the accredited garage employers or owners by using the in-depth interview (both formal and informal) as the data collection tool. Then, the researcher analysed such data and concluded the research results of the factor of employers' need tendency.

As for the research results of employers' need tendency, the sample group were 8 garage employers or owners who were key informants. The researcher results were presented by covering 5-part contents as follows;

4.2.1 Part 1 Attitudes toward the national skill standard

The researcher studied attitudes toward the national skill standard by determining the question guides in order to receive the answers which could indicate respondebts' attitudes toward the national skill standard as follows;

4.2.1.1 Do the garage employers or owners know the skill standard?

4.2.1.2 Do the garage employers or owners agree with the national skill standard benefit?

4.2.1.3 How do the garage employers or owners think about the necessity of labors in the knowplce for both the production sector and service sector to have the skill standard under the economic competition condition in the present time?

4.2.1.4 Does the workplace face problems, obstacles, of difficulty and have more expenditures if it employs labors who have skill standard?

After making the in-depth interview (both formal and informal) with the sample group, the researcher found that the sample group hd good attitudes toward tha

national skill standard. The researcher analysed the answers and speech of the sample group as follows;

“I used to be the sub-committee member of Department of skill Development, the sub-committee member for the national skill standard determination, and the sub-committee member for the skill competition. And I know several committee members such as Archan.....”

“I am the sub-committee chairman for standard determination and the sub-committee chairman for the skill competition. I have helped the official job over 20 years”

These answers indicated that the respondents were familiar with the national skill standard and participated in the process and steps of determining the national skill standard. Therefore, the researcher could conclude that the accredited garage employers or owners well knew the national skill standard and agreed with the national skill standard benefits and saw the necessity to employ labors who had skill standard under the competition condition in the present time. But such answers showed that the sample group faced some problems and obstacles as follows; After having the national skill standard certificate, labors did not work in the old workplace in the long period. They went to work with the new employers who gave them more wages. But, the sample group thought that such problem was common. The researcher observed and analysed answers of the sample group as follows;

“I think that the national skill standard is good. It makes the garages have standard and fairly gives the services to customers.”

“I am know that the national skill standard is good. I agree with the accredited garage which determines that the accredited garages have employ at least 4 mechanics who pass the national skill standard test.”

“I agree with the national skill standard benefits. Grouping as the clubs or associations enables people to help one another. And the group keep benefits of the

group. If they want to do something, they help think and do.”

“I think that the national skill standard is useful. It can measure the skill level.”

“When the officials recommend the national skill standard to me, I immediately send mechanics to enrol in the test.”

“I see the skill standard benefits and necessity of labors to have the skill standard under the competition condition in the present time.”

“At present, there is high competition both inside and outside the country. Therefore, it is necessary for the workplace to employ labors who have skill standard”.

“My problem is similar to other people’s problem. Skilled labors do not work in my garage in the long period because they can easily find jobs or change jobs. I think this problem in common.”

“Labors who pass the test do not work in my garage in the long period. They go to work in the other workplace which gives them more salary.”

“Any workplace faces the similar problem. After labors are highly skilled and have skill standard, they find a new job in other workplace which gives them more wages. They can easily find a job and are required by employers. I would like the state agencies to have the license which records background of each mechanic (The workplace where they used to work and salary which they used to receive). This enables the employers to check and cooperate to solve this problem.”

As for the issue which the sample group knew the national skill standard, agreed with the benefits and necessity to employ labors who had skill

standard, and accepted that the problem of employment of labors who had the skill standard was common, The researcher could conclude that the sample group or employers had good attitudes toward the national skill standard.

4.2.2 Part 2 Satisfaction with labors who passed the test

The researcher studied satisfaction with labors who passed the test by determining the question guides in order to receive the answers which could indicate the sample group or employers' satisfaction with employment of labors who passed the national skill standard test as follows;

4.2.2.1 Do the accredited garage employers or owners think that whether employment of labors who pass the national skill standard test is different from employment of labors who do not pass the national skill standard test (Working knowledge, working ability, working safety, use and maintenance of tools, machines, and equipment, economical use of materials, using working time, working habits, job success, and wage rate)?

4.2.2.2 Do the accredited garage employers or owners think that whether it is worthy to employ labors who have the national skill standard?

After making the in-depth interview (both formal and informal) with the sample group, the researcher found that the sample group, the researcher found that the sample group thought that employment of labors who passed the national skill standard test was not different from employment of labors who did not pass the national skill standard test. They said that it depended on labors themselves. Some labors did not pass the test but they had a lot of experiences, worked for a long time and had good habits. These labors satisfied employers. However, most labors who passed the skill standard test will worked and had working discipline. In general, the accredited garage employers or owners thought that employment of labors who had the national skill standard was not different from employment of labors who did not have or did not pass the national skill standard. Therefore, in general, the sample group were satisfied with labors who passed the test in the medium level. The researcher analysed the answers and the speech of the sample group as follow;

“I think that both labors are not different. It depends on labors themselves. Some labors do not enrol in the test but they have experiences have knowledge, can safely work, correctly use tools, economically use materials, and finish working within the specified time”.

“After my employees pass the national skill standard test, I feel that they are more enthusiastic, confident, and disciplined”.

“Generally, labors who pass or do not pass the national skill standard test are responsible for their work. All labors intend to work. If they do not intend to work, they will be unemployed. Therefore, both labors are not different”.

“Labors who pass the test still work in the old garage. I think that it depends on labors themselves”.

“I think that it depends on labors themselves. They may be good, bad, skilled, or unskilled. The national skill standard is only created. Some highly skilled labors do not enrol in the test”.

“Some labors who pass the test and have skill standard have bad habits. They do not love the work because they think that as they have skills, they can work anywhere”.

“Mechanics in my garage work very well and are disciplined. They do not have to enrol in the test. I think that it depends on the mechanics themselves”.

“I think that labors who pass the test are not different from labors who do not pass the test. It depends on labors themselves. I think that mechanics having a lot of working experiences have skills and well work. It is not necessary for them to pass the skill standard test”.

“As for the worthness for employment of labors who have the skill standard, I think that it depends on what I order labors to do.”

“The wages depend on each locality. As an employer, I know that how many wages I should give to my employees.”

“I think that ma labors work more efficiently after they pass the national skill standard test. Such test gives encouragement and pride to labors. As they have skills, they can pass the national skill standard.”

“I think that old mechanics who have a lot working experiences are highly skilled. It is good if these mechanics have the national skill standard certificate.”

4.2.3 Necessity to employ labors who passed the test

The researcher studied the accredited garage employers or owners' necessity to employ labors who passed the national skill standard test by determining the question guides in order to receive the answers which could indicate necessity to employ labors who passed the national skill standard test as follows;

4.2.3.1 Do the workplace employers or owners in the present time have necessity to employ labors who have skill standard?

4.2.3.2 Do customers know that the garage employers employ mechanics who pass the skill standard test? And what do think about the received services?

4.2.3.3 Do the accredited garage employers or owners agree with the accredited garage which determines that the accredited garages have to employ labors who pass the national skill standard test?

4.2.3.4 Is the business of the accredited garage employers or owners affected if their garages are not registered as the accredited garage, Department of Insurance?

After making the in-depth interview (both formal and informal) with the sample group the researcher found that the sample group thought that the workplace had necessity to employ labors who had the skill standard. The sample group agreed with the accredited garage which determined that the accredited garages had to employ mechanics who passed the national skill standard test. This was because any garages licenced as the accredited garages had to be controlled and selected. This would affect psychology of customers who mostly perceived and knew that the accredited garages had mechanics who passed the national skill standard test. If any garages were not registered as the accredited garages, their business would be affected. They might have less customers. They could not order spareparts or materials at a special price. This made them lose the opportunity to compete with other garages. In general, the sample group had the necessity to employ labors who passed the national skill standard test in the high level. The researcher analysed the answers and speech of the sample group as follows;

“Yes, they do. This is because the accredited garage determines such necessity. If the accredited garage does not determine such necessity, I think that it is not necessity to employ labors who have the skill standard. In fact, we gather together. We have Car Repair Allied Association of Thailand and Accredited Garage Association for helping one another. Committee of the association are in the same group.”

“I think that it is very necessary. I am the one of the founders of Car Repair Allied Association of Thailand and Accredited Garage Association. I initiate and stimulate employment of mechanics who pass the national skill standard test in the accredited garages. And I am the accredited garage administration committee member.”

“If my garage is not the accredited garage, it is not necessary to allow mechanics to enrol in the national

skill standard test. Skilled or good mechanics depend on their ability.”

“Now, customers know that my garage is the accredited garage because they see the symbol of the accredited garage.”

“It is necessary. I am compelled to employ mechanics who pass the test but this is beneficial to my garage. Customers are confident in the services of my garage.”

“I receive several benefits after my garage is registered as the accredited garage.”

“I agree with the accredited garage. As my garage. As my garage is registered as the accredited garage, I have to send my mechanics to enrol in the test.”

“I see the benefits of being the accredited garage of Department of Insurance. I agree with the accredited garage which determines that the accredited garages have to employ mechanics who pass the national skill standard test.”

“We have the association for helping one another. When we gather together, we can bargain about the material price. As my garage is registered as the accredited garage, I can buy spray paint at the cheap price.”

“I think that my business is affected if my garage is not registered as the accredited garage. I cannot have customers whose cars are insured.”

4.2.4 Encouragement of employees to enrol in the test.

The researcher studied the accredited garage employers or owners' enrol in the national skill standard test by determining the question guides in order to receive the answers which could indicate encouragement of employees as follows;

4.2.4.1 Do the accredited garage employers or owners agree with the employees' more training of working skills and knowledge?

4.2.4.2 Do the accredited garage employers or owners organize the training or have the working skills and knowledge training plan for the employees or mechanics in the garage?

4.2.4.3 Did the accredited garage employers or owners use to sent the employees to receive more training of working skills and knowledge?

4.2.4.4 Did the employees in the accredited garages use to ask permission for more training of knowledge and skills? And do the garage employers or owners permit such training or encourage the employees in variuos methods such as giving things, being responsible for the expenditure?

4.2.4.5 Do the accredited garage employers or owners agree with the national skill standard test of the employees or mechanics in the garage? And did the accredited garage employers or owners use to encourage the employees to enrol in the national skill standard test by giving things and being responsible for the expenditure?

After making the in-depth interview (both formal and informal) with the sample group, the researcher found that the sample group encouraged the employees to enrol in the national skill standard test. This was because the sample group thought that it was useful for the employees to receive more training of working skills and knowledge. They agrees with the employees' enrolment in the skill standard test. They always sent employees to receive the training of skill so that the employees knew new technology. They had the plan of sending the employees to receive the training by being responsible for the expenditure. Mechanics or employees did not have to be responsible for the expenditure. The employers knew and encouraged their employees' coutinuos study in the higher level such as vocational education, high vocational education, and bachelor degree in the evening of weekdays and weekends. In general, the sample group encouraged the employees to enrol in the national skill standard test in the high level. The researcher analysed the answers and speech of the sample group as follows;

“I encourage every employee who wants progress. I also compel the employees who do not want progress to

receive the training. This is because, at present, there are a lot of new technologies.

“I think that the training is useful. I encourage the employees who want to continue their study or want to receive more training because I think that they intend to develop themselves.”

“I sent my employees to receive the training at the Institute for Central Skill Development, Department of Skill Development. And I allow my employees to enrol in the national skill standard test. When paint companies and car companies invite me to send my employees to receive the training, I always sent my employees to receive the training.”

“Due to a lot of work in the garage, sometimes, I am afraid that I cannot timely provide the services to my customers. Therefore, I sent few employees to receive the training.”

“As I coordinate with the state agency, I know several officials.”

“Yes, I did. I am invited to send my employees to receive the training and I do not have to be responsible for such expenditure. But, I am responsible for the expenditure on the skill standard test”

“After sending my employees to receive the training, I feel that they work better because they have more knowledge.”

“I think that I am kind. Any employees ask my permission to receive more training, I immediately permit. I am also responsible for the expenditure. And I also compel some employees to receive more training.”

“Several employees in my garage are continuing their study after working hours.”

“I encourage every employee who wants to receive more training because I would like him to have progress and stability. Although they no longer work in my garage after receiving the training, I feel this is common. If my employees have progress, I am pleased to encourage them.”

“As I coordinate with the training unit of the state agency, I know several officials. These officials help and advise me to send my employees to receive more training. They recommend the national skill standard and invite me to send my employees to enrol in the test.”

“However, These employees work in my garage in a short period. After having the skill standard certificate, they go to work in other workplace which gives them more salary. I have to find new employees. But I think this is common.”

4.2.5 Need tendency for employment of labors who passed the test.

The researcher studied the accredited garage employers or owners' need tendency for employment of labors who passed the national skill standard test by determining the question guides in order to receive the answers which could indicate the need tendency as follows;

4.2.5.1 Do the accredited garage employers or owners think that whether all employees or mechanics in the accredited garages should pass the national skill standard test in the future?

4.2.5.2 Do the accredited garage employers or owners think that is it time for all workplace to employ labors who have the national skill standard?

After making the in-depth interview (both formal and informal) with the sample group, the researcher found that the sample group's need tendency for

employment of labors who passed the national skill standard test was in the high level. In the future, the sample group thought that all mechanics in the accredited garages and employees in other occupations should pass the skill standard test. It was time to employ labors who had skill standard under the competition condition in the present time and in the future. In general, the sample group's need tendency for employment of labors who passed the national skill standard test was in the high level. The researcher analysed the answers and speech of the sample group as follow;

“I think that in the future, the accredited garage may determine that all mechanics have to pass the test.”

“I think that every employee in every garage and the employees in other occupations should pass the national skill standard.”

“I would like every employee to have standard. If it is possible, I will send every employee to enrol in the national skill standard test.”

“We initiate and gather together to encourage the employees to pass the national skill standard test.”

“I try to encourage my mechanics to pass the national skill standard test. At present, 100% of my mechanics pass the national skill standard test.”

“It will be every good if other workplace employs mechanics or labors who pass the skill standard test.”

“I think that other occupation should have the skill standard so that customers are satisfied.”

“I think that it will be every good if the term “standard” is the real standard by having the same model for the whole system and thoroughly controlling the quality.”

“Other occupations can use our method.”

“I think that other occupation should employ labors who have the national skill standard.”

“I think that it is useful for all labors or mechanics to have the national skill standard certificate.”

In conclusion, the employers' need tendency for employment of labors' who passed the national skill standard test was in the high level. The researcher compiled and analysed the research results of attitudes toward the national skill standard, satisfaction with labors who passed the test, necessity to employ labors who passed the test, and encouragement of employees to enrol in the test. The researcher could conclude the research results as follows; The factor of employers' need tendency was the dependent variable which had positive correlation in the high level and affected decision of labors in the accredited garages to enrol in the national skill standard test. Such conclusion was consistent with the specified hypothesis.

CHAPTER 5

DISCUSSION

The researcher did a research on “The study of factors affecting labors’ decision to enrol in the National Skill Standard Test: Case study of labors in the accredited garages”. The objective of this research was to study factors which affected decision of labors in the accredited garages to enrol in the national skill standard test. The researcher wanted to answer the research questions that which factors affected labors’ decision to enrol in the national skill standard test and how employers encouraged their labors to enrol in the national skill standard test. According to the research results, there were 12 studied factors as follows: Personal factors comprising age, education, working duration, income, marital status, factor of the test goal determination, factor of belief in the test benefits, factor of expectations of people confidence in self-efficiency, factor of support of people and the society, and factor of employers’ need tendency. The researcher found that there were 5 factors which affected decision of labors in the accredited garages to enrol in the national skill standard test by arranging according to the significance sequence as follows: factor of employers’ need tendency, factor of belief in the test benefits, factor of confidence in self-efficiency, factor of age, and factor of support of people and the society. Therefore, the researcher would like to present discussion of the research results as follows;

5.1 Factors affected labors’ decision to enrol in the test.

The research results found that there were 5 factors which affected decision of labors in the accredited garages to enrol in the national skill standard test. Such research results were consistent with the specified hypothesis. Such 5 factors were arranged according to the significance sequence as follows;

5.1.1 Factor of employers' need tendency

The research results found that employers' need tendency affected labors' decision to enrol in the national skill standard test. Such research results were consistent with the specified hypothesis. This was because employers who were the firm owners and had higher status than employees had the significant role in determination of the employment condition. Employers could determine qualifications of employees who would work in their firms as explained by Sumalee Pitayanont (1996: 14). If employers determined that their employees had to have the national skill standard for the benefits of the firms and employees themselves, the employees had to be enthusiastic to enrol in the test in order to have the national skill standard as required by employers. Apart from upgrading the skill standard and guaranteeing the working quality in the firms, employees' enrollment in the skill standard test could also express the dominant point of the firms. Moreover, it supported business benefits, expectation of profits, and trading competition for survival of the business. As for maintenance of the accordited garage status, the accredited garages were determined to have at least 4 mechanics who passed the skill standard test. As the accredited garages would receive various benefits, employers would like their employees to enrol in the national skill standard test. Therefore, employees had to decide to enrol in the national skill standard test in order to have qualifications as required by employers. This was like signalling for increasing employees' qualifications in order to make employers satisfied and select them to work in the firms as explained by Jutha Manasphaiboon (1994: 80-81).

5.1.2 Factor of belief in the test benefits

The research results found that the factor of benefit in test benefits affected labors' decision to enrol in the national skill standard test. 83.26% of the sample groups answered that if labors or mechanics passed the national skill standard test, this would be beneficial to the country. 75.53% of the sample groups answered that customers had confidence in skills and services of labors who passed the national skill standard test. 70.38% of the sample groups answered that the test was development of

labors' skill and working potential. 67.38% of the sample groups answered that the test was a tool which measured labors' skill and working potential. 62.65% of the sample groups answered that employers would receive benefits if they employed labors who had the skill standard or passed the national skill standard test. This was consistent with the specified hypothesis. This was because labors believed that the test would be beneficial to themselves, people in the society, and the country. This would make labors decide to enrol in the test. And this was consistent with Leeder's Social Action Theory which explained that the factor of benefits was people's thought or feeling on any issue and acceptance of such issue as a useful thing. A factor of beliefs was a factor of pull factors which correlated with people's decision to do anything. Most people selected to do anything according to their existing belief. The research results found that labors thought that the national skill standard test would be most beneficial to the country.

5.1.3 Factor of confidence in self-efficiency

The research results found that confidence in self-efficiency affected labors' decision to enrol in the national skill standard test. The research results were consistent with the specified hypothesis. This was because most labors who were the sample groups had high confidence in self-confidence ($X=3.86$). 96.55% of labors were confident that they were responsible for the assigned job and could successfully do that job. 84.98% of labors were confident that they could work by using their occupational knowledge. 84.12% of labors were confident that they well had occupational knowledge. 71.24% of labors were confident that employers and colleagues had confidence in their ability. 66.38% of labors were confident that if they enrolled in the national skill standard test, they would certainly pass the test.

The accredited garages would determine that labors of mechanics had to pass the national skill standard test. Such determination expressed the standard, quality, and efficiency of the working system. As the accredited garages were the certified firms, employers had to select employees or mechanics who had working knowledge, expertise, potential, and skill. This made mechanics who worked in the accredited garages and did

not pass the national skill standard test had self-confidence that they had high working efficiency. Therefore, they decided to enrol in the national skill standard test and believed that they could pass the test. This was consistent with the research results of Wood & Bandura (1989: 361-383) who said that confidence in self-efficiency impacted on mental health and action. Decision on each person's ability affected selection of activities or situations. Most people avoided activities which they thought that they could not do but they were ready to face the challenging activities and environments which they thought that they could manage. People having high confidence in self-efficiency mostly selected possible activities. Most people limited alternatives of the situations and activities because they thought that they lacked necessary ability. Moreover confidence in self-efficiency indicated the motivation level which reflected people's effort. Confidence in self-efficiency affected the pressure and tension level which people received in the situation which they faced. The thought which involved the future would control the goal determination behavior. The goal determination received influence from evaluation of self-ability. People having high confidence in self-efficiency had high goals and goal stability. Moreover, confidence in self-efficiency affected analysis for decision and was consistent with Leeder's Social Action Theory which explained the factor of ability as follows; People felt that they had knowledge and ability to successfully do various things. The factor of ability affected decision to express that behavior. Confidence in self-efficiency was a reason of people's decision to select to express any behavior to be suitable for their existing efficiency. Evaluation of self-ability was a base for people to select the alternative which was suitable for ability. Whether labors would decide to enrol in the national skill standard test, they had to evaluate their ability or have confidence in self-efficiency.

5.1.4 Factor of age

The research results found that age of labors in the accredited garages affected labors' decision to enrol in the national skill standard test. The research results were consistent with the specified hypothesis. The average age of most labors who decided to enrol in the national skill standard test was 31 years old. As they were adults, they had enough knowledge and experience, were prudent, decided to do anything with

reasons, and were responsible for themselves and the society more than adolescents. This was consistent with Orem (1991: 256) who said that age was an important factor which indicate emotional and social preparedness. Moreover, age might mean an increase in experience because progress of different maturity differently decision on various issues. Age is a factor which also indicated difference of ability to manage themselves, learning and interpretation, understanding, and decision according to the developmental level of age. Age influenced determination of self-care ability which was developed from childhood, was perfectly developed in adulthood, and was decreasing in the old age. This was consistent with the report of researches which used age as the research variable. Such researched found that age was an important variable. For example, Phimphorn Manorat (1978: 56) did a research on Competency of teachers in the educational area 8. The research results found that older teachers' practical and technical competency and special qualifications were different from younger teachers' practical and technical competency and special qualifications. Phannee Parntewan (1990: 45-46) found that age Perception of the health problems and self-care of adolescents working in the industrial factories. The research results found that age positively correlated with adolescents' perception of the health problems and self-care. Older adolescents' perception of the health problems and self-care were better than younger adolescents' perception of the health problems and self-care. This was consistent with the concept of Kasl & Cobb (1969 quoted in Patthama Karnjanawong 1993: 27) who found that age influenced each person's perception of health. Wate Bunkhum (2000: 87) did a research on Decision to select continuation of the priesthood or termination of the priesthood of the fourth year students of Mahachulalongkornrajchawitthayala university. The research results found that older students decided to select continuation for the priesthood rather than termination of the priesthood. 100% of students aged over 40 selected continuation of the priesthood. Therefore labors' age was a variable which affected decision of labors in the accredited garages to enrol in the national skill standard test.

5.1.5 Factor of support of people and the society.

The research results found that support of people and the society affected labors' decision to enrol in the national skill standard test. The research results were consistent with the specified hypothesis. Labors received support from people and the society as follow: the accredited garage owners or employers (73.82%), related professional associations or clubs (36.90%), related state agencies (32.18%), father, mother, siblings (14.60%), and customers (9.86%), respectively. Labors received support from people and the society about the following things: giving the information on the national skill standard test (48.92%), things, utensils, tools, materials, and equipment for the national skill standard test (47.21%), giving convenience of the testing place (45.48%), and giving money spent on food, travel, and accommodation (43.34%), respectively.

Support of people, people group, and the society to labors in various aspects helped stimulate labors to increasingly realise the benefits or significance of the skill standard test. As labors realized those people's good wish which was consistent with their opinion, they accepted and decided to enrol in the national skill standard test. This was consistent with Leeder's Social Action Theory which explained that the factor of support was a factor of able factors, which affected people's decision to express behavior. And this was consistent with the research of Duangkamol Jannimit (1995: quoted in Sutthanij Hunyhasarn, 1996: 86) who studied influence of receipt of the support from relatives over self-care behavior of high blood pressure patients in the high blood pressure clinics in Uttardit Hospital. The research results found that patients' self-care behavior on exercising eating, medical check-up according to the appointment, practicing meditation correlated with receipt of support from relatives. Sutthisee Trakoonsitthichoke (1992: 58) found that social support positively correlated with self-care ability in the high level. Supphawarin Hankittikul (1996: 5) did a research on Factors, which affected health encouragement behavior of elders in Lampang Province. The research results found that receipt of social support from family members, siblings, neighbors, medical personnel, and public health officers correlated with the health encouragement behavior at the significant level. Bertera (1991 quoted in Sutthanij Hunthasarn 1996: 85) did a research on Relation of receipt

of social support and Elders' Health. The research results found that elders who received social support increasingly did activities for encouraging their health.

5.2 Factors did not affect labors' decision to enrol in the test.

The research results found that the following 7 factors did not affect labors' decision to enrol in the national skill standard test. Such research results were not consistent with the specified hypothesis.

5.2.1 Factor of education

The research results found that labors' education did not affect labors' decision to enrol in the national skill standard test. Such research results were not consistent with the specified hypothesis. This was because the research results found that education of the sample groups who were labors or mechanics working in the accredited garages were slightly different. 84.55% of labors received education lower than the university level. 15.45% of labors received education in the university level upwards. This was because labors who were mechanics in the accredited garages learnt the job characteristics and accumulated experience and skill by really working. As most labors had low education, they began working as the mechanics' assistants. Initially, they did not have any working knowledge and skill. Later, they received knowledge from their chief until they had skill, knowledge, and expertise without considerable limitation of the educational base. This was consistent with the study results in Stage 2. The researcher found that the accredited garage owners who were successful did not have to have high education. Most accredited garage owners had low education. Initially, they were mechanics' assistants without knowledge and skill. They learnt the job characteristics by practicing until they had skill, knowledge, and expertise. They could be successful although they did not have high education.

5.2.2 Factor of working duration

The research results found that working duration or working experience in the accredited garages did not affect labors' decision to enrol in the national skill standard test. Such research results were not consistent with the specified hypothesis. Working duration of most labors was approximate. Working duration of 59.22% of labors was below 6 years. Working duration of 37.76% of labors was 6-10 years was 6 years. In general, working duration of 96.98% of labors was below 10 years. Therefore working duration could not explain labors' decision to enrol in the national skill standard test.

5.2.3 Factor of income

The research results found that income did not affect labors' decision to enrol in the national skill standard test. Such research results were not consistent with the specified hypothesis. Average monthly income of all labors was 9,632.18 baht. Average monthly income of 80.25% of labors was 6,000-15,000 baht. Therefore, the researcher could not explain that difference of labors' income affected decision to enrol in the national skill standard test.

5.2.4 Factor of marital status

The research results found that marital status did not affect labors' decision to enrol in the national skill standard test. Such research results were not consistent with the specified hypothesis. This was because 63.94% of labors were married. 35.63% of labors were single, widowed, or separated. Most labors who answered that they decided the enrol in the national skill standard test were married. Therefore, the researcher could not explain that difference of marital status affected labors' decision to enrol in the test.

5.2.5 Factor of the test goal determination

The research results found that the test goal determination did not affect labors' decision to enrol in the national skill standard test. Such research results were not consistent with the specified hypothesis. This was because most sample groups had already known the national skill standard test goal. Percent of labors who answered the questionnaires on this issue was in the high level. Labors who passed the test would be able to more easily find or change a job (84.54%), create occupational stability (78.11%), be promoted (60.80%), and receive more salary (54.93%). The sample groups had already known such goals. Therefore, the researcher could not explain that difference of labors' test goal determination affected labors' decision to enroll in the national skill standard test.

5.2.6 Factor of expectations of people and the society

The research results found that expectations of people and the society for their labors to enroll in the national skill standard test did not affect labors' decision to enroll in the national skill standard test. Such research results were not consistent with the specified hypothesis. This was because 69.09% of labors answered that people who expected or would like labors to enroll in the test were accredited garage owners or employers. Employers' thought that if their employees passed the test, it would be beneficial to their business. Apart from being trusted from the customers, the employers could create the business opportunity. Other people did not expect labors to enroll in the national skill standard test. Labors in the accredited garages answered the questionnaires that they were not sure that the following people expected them to enroll in the test such as father, mother, siblings (59.65%), customers (54.50%), related professional associations or clubs (54.07%), and related state agencies (54.50%) respectively. Therefore, the researcher could not explain that expectation of people and the society affected labors' decision to enroll in the national skill standard test.

5.2.7 Factor of the necessary condition of the test

The research results found that the necessary condition of the test did not affect labors' decision to enroll in the national skill standard test. Such research results were not consistent with the specified hypothesis. This was because the sample groups who answered the questionnaires were divided into 2 groups: The first sample group knew the necessary condition of the test. The second sample group did not know the necessary condition of the test. As for the first sample group who knew the necessary condition of the test, 91.41% of labors knew that the accredited garages had to employ at least 4 mechanics who passed the national skill standard test. 84.12% of labors knew that as there are high competition of the economy and trading of the country and the world in the present time, the firms have to employ labors who have the skill standard for the business competition and survival. 80.68% of labors knew that some professional associations determined that employees had to pass the national skill standard test. As for the second sample group, 54.94% of labors did not know that the vocational education and the high vocational education curriculums of some educational institutes determined that students had to pass the national skill standard test before finishing the education. 50.65% of labors did not know that the occupational training participants had to pass the national skill standard test before finishing the curriculum. In general, labors' perception of the necessary condition of the test was in the moderate level ($X=3.50$). Therefore, the researcher could not explain that the necessary condition of the test affected labors' decision to enroll in the national skill standard test, especially in the issue, which labors knew that the accredited garages determined that staff of mechanics in the accredited garages had to pass the national skill standard test. So, it was very necessary for labors in the accredited garages to decide to enroll in the national skill standard test according to the criteria of the accredited garages.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The researcher did a research on “The study of factors affecting labors’ decision to enrol in the national skill standard test: case study of labors in the accredited garages”. The objective of the research was to study factors affected decision of labors in the accredited garages to enrol in the national skill standard test and significance sequence of those factors. The researcher wanted to answer the research questions that what factors affected decision of labors in the accredited garages to enrol in the national skill standard test and how employers encouraged labors to enrol in the national skill standard test. The researcher determined the hypothesis that factors were expected to affect decision of labors in the accredited garages to enrol in the national skill standard test were Personal factors comprising age, education, working duration, income and marital status, Factor of the test goal determination, Factor of belief in the test benefits, Factor of expectations of people and the society, Factor of the necessary condition of the test, Factor of confidence in self-efficiency, Factor of support of people and society, and Factor of employers’ need tendency such as attitude towards the national skill standard, satisfaction with labors who passed the test, necessity to employ labors who passed the test and encouragement of labors to enrol in the national skill standard test.

The research was Applied Research. The researcher applied the theory of decision for the study of labors’ enrolment in the national skill standard test by Mixed-Methodology. The researcher collected data by surveying the questionnaires and qualitative analysis of data. The researcher used both Quantitative Research and Qualitative Research. There were 2 stages of the study as follows;

As for the study in Stage 1, the researcher used the method of the quantitative research by using the survey research. The researcher used the questionnaires as the tool for data collection. The researcher studied labors in 502 accredited garages registered with Department of Insurance in 2003. The researcher specifically studied labors who did not pass the national skill standard test, labors who used to enrol in the

national skill standard test but did not pass the test, and labors who never enrolled in the test. After that, the researcher analysed data deriving from the questionnaires with the statistical package for social sciences SPSS for finding the statistical value.

As for the study in Stage 2, the researcher used the method of the qualitative research. The researcher used the interview as the tool for data collection by using the structured interview or formal interview and the informal interview. The researcher made an in-depth interview with the sample groups who were accredited garage owners or employers in order to answer the question about the factor of employers, need tendency to employment of labors who had the national skill standard. The researcher gave significance to data sources and the meaning of data according to informants' opinion. Such factor comprised employers' attitude towards the national skill standard, necessity to employ labors who passed the national skill standard test, satisfaction with labors who passed the national skill standard test, encouragement of employees or labors to enrol in the national skill standard test. The researcher made the in-depth study of such factors by covering feeling of the employers. The researcher analysed data by interpreting making the conclusion, and using the descriptive research for describing the existing condition of the phenomenon.

6.1 Conclusion of the research results

6.1.1 Conclusion of the research results in stage 1

Populations who were the sample groups for the study in stage 1 were 502 labors who worked in the accredited garages of Department of Insurance. The researcher found the sampling size by using Yamane's formula (1973: 727) and found the representatives by calculating according to the ratio of number of accredited garages situated all over the country according to the protection area of Department of Insurance. The researcher made the simple random sampling and received 233 people as the sample groups. The researcher collected data by allowing labors to answer and return the questionnaires to the researcher. After that the researcher analysed data for finding frequency, percentage, and mean. The researcher tested the hypothesis by

Logistic Regression Analysis in the binary model. The research results were as follows;

28.75% of the sample groups were 21-25 years old. 37.34% of the sample groups received the education in the lower secondary level. Working duration of 59.22% of the sample groups was below 6 years. Income of 55.79% of the sample groups was 6,000-10,000 baht. 63.94% of the sample groups were married. 89.70% of the sample groups never enrolled in the national skill standard test. 10.30% of the sample groups used to enrol in the test but did not pass the test. As for decision to enrol in the skill standard test in the future, the sample groups could be divided into 3 groups as follows; 87.98% of the first group decided to enrol in the test. 6.44% of the second group answered that they were not sure that whether they enrolled in the test. And 5.58% of the third group decided that they would not enrol in the test.

Moreover, the sample groups' test goal determination was in the high level ($\bar{X}=3.70$). The sample groups considerably perceived and realized the test benefits ($\bar{X}=3.79$). Labors were moderately expected by people and the society to enrol in the national skill standard test ($\bar{X}=3.38$). Labors moderately had the necessary condition of the test ($\bar{X}=3.50$). Labors had high confidence in self-efficiency ($\bar{X}=3.86$). Labors moderately received support from people and the society about enrolment in the national skill standard test. ($\bar{X}=3.12$).

The results of analysing data on variables and testing hypothesis from the testing statistics Model Chi-square were 110.219. And sig.value=0.000. This rejected H_0 from the hypothesis test. H_0 : the opportunity to decide to enrol in the test did not depend on independent variables ($H_0: B_i=0; i=0, 1, \dots, 11$). And H_1 : the opportunity to decide to enrol in the test depended on at least 1 independent variable ($H_1: B_i \neq 0$). The researcher found that there were 4 factors which affected labors' decision to enrol in the national skill standard test. Such factors could explain variance of labors' decision to enrol in the national skill standard test by 72.40% ($R^2=0.724$) by Logistic Equation with Reliability of Model equation which determined Cut value=0.5. Forecast results were correct by 88.0%. After considering Logistic Coefficient, the researcher found that the value of 4 variables were more than 0. This made $\text{Exp}(B)$ have more than 1 value. The value of Odds increased or more opportunities to decide to enrol in the test. The significance sequence of factors could be arranged according

to Odds value as follows; Factor of belief in the test benefits ($B=1.158$, $\text{Exp}(B)=3.184$), Factor of confidence in self-efficiency ($B=0.602$, $\text{Exp}(B)=1.825$), Factor of labors' age ($B=0.482$, $\text{Exp}(B)=1.620$), and Factor of support of people and the society ($B=0.409$, $\text{Exp}(B)=1.505$), respectively. This was consistent with the specified hypothesis

6.1.2 Conclusion of the research results in stage 2

Populations were the sample group for the study in Stage 2 were 8 accredited garage owners or employers. The researcher selected these people by Purposive Sampling by determining variety of the sample groups as the representatives of the accredited garage administration committee, who managed the accredited garages both in Bangkok and other province in the form of juristic person and the single owner business. The researcher collected data by in-depth interview (Both formal and informal). The collected data were qualitative data which were descriptive messages. The researcher recorded data and analysed data by making the conclusion for the qualitative research by Analytic Induction, Constant Comparison, and Interpretation Analysis. The research results were as follows;

As for general information of 8 accredited garage owners or employers who were the sample groups, there were 7 male employers and 1 female employer. These employers were the accredited garage administration committee and had the accredited garages registered as the juristic person and managed by the single owner. Their accredited garages were equally situated in Bangkok and other province. Their average age was 52.5 years old. 50.0% of the sample groups finished education in the primary level. 25.0% of the sample groups finished education in the secondary level. 25.0% of the sample groups finished education in the university level. These employers were married. Their average working experience was 33.75 years. Their average monthly incomes before deducting expenditures were about 1.5 million baht (in Bangkok) and 0.72 million baht (in other province). Total average monthly incomes before deducting expenditures were 1.11 million baht. These employers averagely had 36 employees. 9 employees (26.26%) passed the national skill standard test. 27 employees (73.74%) did not pass the test. 76 insurance companies were customers of these employers.

According to the results of analysing data collected from Structured Interview of Formal Interview and Informal Interview by interpreting data as the conclusion of the research results of employers' attitude towards the national skill standard satisfaction with labors who passed the test, necessity to employ labors who passed the test, and encouragement of employees to enrol in the test, the researcher found that the factor of employers' need tendency was a dependent variable which considerably affected labors' decision to enrol in the national skill standard test and affected encouragement of labors to enrol in the national skill standard test.

6.2 Research recommendations

6.2.1 Recommendation for management

If the related agencies want to encourage employers to considerably employ labors who pass the national skill standard test in the labor market, they can apply the model of employment of labors of the accredited garages, Department of Insurance with other occupations. This is because the accredited garages are managed in the form of professional associations or clubs. They gather in group and build the network in the same occupation. The garage accredited committee who are members' representatives determine policy, issue regulations, supervise, and manage in order to make members follow such regulations, have strength, and have bargaining power in business for keeping members' benefits and satisfying customers by increasing service quality and efficiency. For example, the committee determine employment of labors in the accredited garages by ordering the accredited garages to employ at least 4 mechanics who pass the national skill standard test. So, there is widespread employment of labors who have the national skill standard. This stimulates labors to develop their potential to have standard and decide to enrol in the national skill standard test as determined by employers or the accredited garages. Finally, consumers, the society, and the country will receive benefits.

According to the research results, factors which affected decision of labors in the accredited garages to enrol in the national skill standard test were Factor of employers' need tendency, Factor of belief in the test benefits, Factor of confidence in

self-efficiency, Factor of age, and Factor of support of people and the society. The related agencies can use such factors as Master Factors for expanding results in the labor market by encouraging widespread enrolment in the national skill standard test. Master factors mean factors which can be used as the model for stimulating labors to decide to enrol in the national skill standard test as follows;

6.2.1.1 Factor of employers' need tendency

If employers want to employ labors who pass the national skill standard test by determining that labors must pass the national skill standard test, labors must enrol in the test in order to have qualifications determined by the employers for increasing working opportunities and meeting employers' needs. The related agencies must find the methods of encouraging employers to realize the benefits and necessity of the skill standard in the labor market process. Those agencies must stimulate employers to employ labors who pass the national skill standard test by determining the regulations of encouraging employers to employ labors who pass the national skill standard test. The research results found that the accredited garage employers considerably wanted to employ labors who had the national skill standard. However, after considering number of labors in the accredited garages, who passed the national skill standard test and number of labors who did not pass the national skill standard test, the researcher found that number of labors who passed the test was less than number of labors who did not pass the test ratio of 1: 3. As for 36 employees, 9 employees passed the test and 27 employees did not pass the test. 87.98% of labors in the accredited garages wanted or decided to enrol in the national skill standard test. This ratio was very high when compared with the ratio of labors who were not sure that whether they enrolled in the test and labors who decided that they would not enrol in the test (12.02%) or the ratio of 9: 1. This showed that there was inconsistency of the study results. Labors considerably wanted to enrol in the test. And employers considerably wanted to employ labors who passed the national skill standard test. But, few labors passed the national skill standard test. So, the researcher doubts that what happens with the process of determining employment of labors in the accredited garages and what method can solve such problem for labors' enrolment in the test and considerable employment of labors who have the skill standard. The related agencies should study the problem of employers's employment of labors who have the national

skill standard and find the methods of solving that problem. Moreover, the related agencies should study the problem of labors' enrolment in the test and find the methods of solving that problem.

6.2.1.2 Factor of belief in the test benefits

The related agencies should have the measure of encouraging labors in every occupation, employers, and all people to perceive and know the benefits of the skill standard and understand, accept, and agree with employment of labors who have the national skill standard in the labor market. The related agencies should stimulate people to employ labors who have the national skill standard so that labors increasingly enrol in the national skill standard test.

6.2.1.3 Factor of confidence in self-efficiency

The related agencies should give significance and encourage labors to have confidence in self-efficiency. This is because confidence in self-efficiency is important to self-motivation by goal determination and self-evaluation. Labors having low confidence do not try to express any behavior which creates the required results. For example, they do not decide to enrol in the national skill standard test because they are afraid that after they enrol in the test, they will not pass the test. If the related agencies want to stimulate labors to increasingly enrol in the national skill standard test, they should have the methods of encouraging labors to have confidence in self-efficiency. This is because confidence in self-efficiency is very important to all behaviors for development of motivation of humans as explained by Lent&Hackett (1998: 347-382).

6.2.1.4 Factor of age

The research results found that labors' age affected decision to enrol in the national skill standard test. Age of labors who decided to enrol in the test was approximate. Average age of labors was 31 years old. As these labors were adults who had enough knowledge and experience, they were prudent, decided to do anything with reasons, and were responsible for themselves and the society. Therefore, the related agencies should use such labors as the model by stimulating labors in every occupation in all ages to have the same condition and feeling as the labors who were 31 years old. This will enable labors to increasingly enrol in the national skill standard test.

6.2.1.5 Factor of support of people and the society

Support of people and the society helped make labors decide to enrol in the national skill standard test. Labors realized and knew good wish of related people and the society such as the state agencies, professional associations or clubs, employers, and employees who wanted labors to enrol in the national skill standard test. Those people and agencies gave support to labors by giving the information, providing facilities such as the testing place, tools, machines, materials, equipment, and giving money spent on travel, accommodation, food. This would stimulate labors to decide to enrol in the national skill standard test. Therefore, the related agencies or people should help make labors perceive that their enrolment in the national skill standard test is supported by people and the society. Factors which did not affect labors' decision to enrol in the national skill standard test were Factors of education, working duration, income, marital status, test goal determination, expectations of people and the society, the necessary condition of the test. Labors considerably perceived such factors. The related agencies should give significance to such factors, especially the necessary condition of the test. The research results found that the factor of the necessary condition of the test compelled labors to enrol in the test without labors' decision. For example, there were the vocational education and the training in some educational institutes which determined that the training participants or students had to pass the national skill standard test before finishing the education of finishing the training. If the training participants or vocational students for every curriculum were determined to pass the test, more labors automatically had the national skill standard. And it would make the national skill standard important, necessary, and accepted by the Thai society.

6.2.2 Recommendations for the next research

6.2.2.1 There should be the study of other labors for comparing that whether the research results are consistent.

6.2.2.2 There should be the study of customers' needs and opinion on labors who pass the national skill standard test.

6.2.2.3 There should be the in-depth study of benefits and necessity to employ labors who have the national skill standard.

6.2.2.4 There should be the study of the problems and obstacles of the process of employing labors who have the national skill standard in the labor market such as the problems of related agencies, employers' problems, and labors' problems. And there should be the study of the methods of solving those problems.

The study of such things helps make the human resource development process by development of labors' skill and use of the national skill standard as the tool which leads to success according to the policy and objectives of the country by making human resources have enough potential for economic competition and preventing trade barrier.

BIBLIOGRAPHY

In Thai

- กัญจนาศรีนวล. (2536). ปัจจัยที่มีอิทธิพลต่อพฤติกรรมการสูบบุหรี่ของพระภิกษุในจังหวัดราชบุรี. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาสุศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- กรรณิกา นาควัชร. (2535). ความคาดหวังทางการศึกษาของนักเรียนชั้นมัธยมศึกษาปีที่ 3: ศึกษาเฉพาะกรณีนักเรียนที่เป็นบุตรผู้ใช้แรงงานในโรงงานอุตสาหกรรมโรงเรียนกระทุ่มแบน วิเศษสมุทรคุณและโรงเรียนอ้อมน้อยโสภณชนูปถัมภ์. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาประชากรศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- กীরศักดิ์ จันทจรส์วัฒน์. (2538). การพัฒนากำลังแรงงานของประเทศไทยเพื่อการแข่งขันทางเศรษฐกิจระหว่างประเทศ. กรุงเทพมหานคร: วิทยาลัยป้องกันราชอาณาจักร.
- กองมาตรฐานฝีมือแรงงาน. (2534). คู่มือการบริหารและปฏิบัติงานมาตรฐานฝีมือแรงงาน. กรุงเทพมหานคร: กรมพัฒนาฝีมือแรงงาน.
- คณะกรรมการพัฒนาแรงงานและประสานการฝึกอาชีพแห่งชาติ. (2545). สรุปสาระสำคัญ แผนปฏิบัติการพัฒนากำลังคน เพื่ออุตสาหกรรมการผลิตและบริการของประเทศไทย พ.ศ. 2546-2549 ภายใต้แผนแม่บทการพัฒนากำลังคน เพื่ออุตสาหกรรมการผลิตและบริการของประเทศไทย พ.ศ.2543-2549. กรุงเทพมหานคร: กรมพัฒนาฝีมือแรงงาน.
- คณะกรรมการจัดทำแผนยุทธศาสตร์การเพิ่มผลผลิตของประเทศ. (2543). แผนยุทธศาสตร์การเพิ่มผลผลิตของประเทศ. กรุงเทพมหานคร: สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ.
- จริยวัฒน์ คมพัยค์ม. (2531). แรงสนับสนุนทางสังคม: มโนทัศน์และการนำไปใช้. วารสารพยาบาลศาสตร์. 6 (2), 5-8.
- จุฑา มนต์ไพบูลย์. (2537). การวิเคราะห์ตลาดแรงงาน แนวคิดเชิงทฤษฎี. คณะเศรษฐศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย. กรุงเทพมหานคร: โรงพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.
- เจริญศักดิ์ เทียงธรรม. (2537). ผลกระทบของแรงงานไทยต่อเศรษฐกิจของประเทศ. กรุงเทพมหานคร: วิทยาลัยป้องกันราชอาณาจักร.
- จุฬาลงกรณ์มหาวิทยาลัย. (2539). แนวทางการวางระบบดัชนีชี้วัดเพื่อประเมินผลนโยบายการกระจายความเจริญสู่ภูมิภาค. กรุงเทพมหานคร: คณะเศรษฐศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย.

- ชัยพร วิชชวุธ. (2523). การวิจัยเชิงจิตวิทยา. กรุงเทพมหานคร: โรงพิมพ์ไทยวัฒนาพานิช.
- ชิดชัย สนั่นเสียง. (2535). ทางเลือกและปัจจัยที่สัมพันธ์กับทางเลือก แนวทางด้านการศึกษาและอาชีพของนักเรียนระดับมัธยมศึกษาตอนต้น. วิทยานิพนธ์ปริญญาศึกษาศาสตรดุษฎีบัณฑิต, สาขาวิชาประชากรศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- ถวัลย์ วราเทพพุดพิงศ์. (2525). กลยุทธ์การใช้สื่อเพื่อปลูกฝังโภชนศึกษาแก่สตรีชนบทจังหวัดสุพรรณบุรี. วิทยานิพนธ์ปริญญาโทศึกษาศาสตร์มหาบัณฑิต, สาขาสื่อสารมวลชน บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย.
- ทรงวิทย์ ภิรมย์ภักดี. (2540). ปัจจัยที่มีผลต่อการตัดสินใจใช้และไม่ใช้ยางรถยนต์ใช้แล้ว น้ำมันเครื่องใช้แล้วและก๊าซ LPG เป็นเชื้อเพลิง ในการผลิตไอน้ำเพื่อการเพาะปลูกเห็ดฟาง แบบโรงเรือนของเกษตรกรในอำเภอบ้านนา จังหวัดนครนายก. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาเทคโนโลยีการวางแผนงานสิ่งแวดล้อมเพื่อพัฒนาชนบท บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- นิวัต กลิ่นงาม. (2522). การตัดสินใจแก้ปัญหาของนักศึกษาวิทยาลัยครูส่วนกลาง. วิทยานิพนธ์ปริญญาศึกษาศาสตรมหาบัณฑิต, สาขาวิชาประชากรศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- นพรัตน์ วัฒนสิงห์. (2536). การปรับตัวของครูโรงเรียนประถมศึกษาหลังจากเกษียณอายุราชการในจังหวัดอุบลราชธานี. วิทยานิพนธ์การศึกษามหาบัณฑิต, บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร.
- ปัทมา กาญจนวงษ์. (2536). การรับรู้ปัญหาสุขภาพและการดูแลตนเองของเยาวชนที่ทำงานอยู่ในโรงงานอุตสาหกรรม. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาการพยาบาล บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- ประภาเพ็ญ สุวรรณ. (2520). การวัดการเปลี่ยนแปลงและพฤติกรรมอนามัย. กรุงเทพมหานคร: โรงพิมพ์ไทยวัฒนาพานิช.
- . (2536). พฤติกรรมศาสตร์ พฤติกรรมสุขภาพและสุขศึกษา. กรุงเทพมหานคร: เจ้าพระยาการพิมพ์.
- พงษา เอกบรรณสิงห์. (2541). ยุทธศาสตร์การพัฒนาทรัพยากรมนุษย์เพื่อเพิ่มความมั่นคงแห่งชาติ. กรุงเทพมหานคร: วิทยาลัยป้องกันราชอาณาจักร.
- พรรณี ปานเทวัญ. (2533). ความสัมพันธ์ระหว่างความเชื่ออำนาจภายใน-ภายนอกคนด้านสุขภาพอนามัยปัจจัยพื้นฐานบางประการกับแบบแผน การดำเนินชีวิตของคนงานหญิงโรงงานอุตสาหกรรมสิ่งทอในเขตอำเภอเมือง จังหวัดสมุทรปราการ. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาการพยาบาล บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.

- พวงผกา ชื่นแสงเนตร. (2538). ความสัมพันธ์ระหว่างสัมพันธ์ในครอบครัวพฤติกรรมการดูแลตนเองและความพึงพอใจในชีวิตของผู้สูงอายุ:กรณีศึกษาสมาชิกชมรมผู้สูงวัยในพื้นที่พัฒนาอุตสาหกรรมชายฝั่งทะเลภาคตะวันออกเฉียงเหนือ จังหวัดชลบุรี. วิทยานิพนธ์วิทยาศาสตรมหาบัณฑิต(สาธารณสุขศาสตร์), สาขาวิชานามัยครอบครัว บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- พวงรัตน์ ทวีรัตน์. (2540). วิธีการวิจัยทางพฤติกรรมศาสตร์และสังคมศาสตร์. สำนักงานทดสอบทางการศึกษาและจิตวิทยา มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร. กรุงเทพมหานคร: สำนักพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.
- พิมพ์พรณ์ มโนรัตน์. (2521). สถานภาพของครูมัธยมศึกษาในเขตการศึกษา 8. วิทยานิพนธ์ปริญญาครุศาสตรมหาบัณฑิต, สาขาบริหารการศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย. มหาวิทยาลัยสุโขทัยธรรมาธิราช. (2528). เอกสารการสอนชุดวิชาพฤติกรรมมนุษย์ในองค์กร (Human Behavior Organization), หน่วยที่ 1-7. กรุงเทพมหานคร: มหาวิทยาลัยสุโขทัยธรรมาธิราช.
- มูลนิธิสถาบันวิจัยเพื่อพัฒนาประเทศไทย. (2541). แผนแม่บทการพัฒนากำลังคนเพื่ออุตสาหกรรมการผลิตและบริการของประเทศไทย พ.ศ. 2541-2549. กรุงเทพมหานคร: มูลนิธิสถาบันวิจัยเพื่อพัฒนาประเทศไทย.
- รสนา อัจชะกิจ. (2535). กระบวนการแก้ปัญหาและการตัดสินใจเชิงวิทยาศาสตร์. กรุงเทพมหานคร: จุฬาลงกรณ์มหาวิทยาลัย.
- วนิดา ไชยธวัช. (2521). ปัญหาสุขภาพจิตของผู้ป่วยในที่ได้รับการรักษาในโรงพยาบาลวชิรพยาบาล กรุงเทพมหานคร. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาจิตวิทยาพัฒนาการ บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย.
- วุฒิไกร คล่องกักดี. (2528). การศึกษาเปรียบเทียบการตัดสินใจใช้แก๊ส LPG เป็นเชื้อเพลิงในรถยนต์นั่งส่วนบุคคลระหว่างกลุ่มผู้ใช้แก๊ส LPG กับกลุ่มที่ใช้น้ำมันเบนซินเป็นเชื้อเพลิงในรถยนต์. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาสิ่งแวดล้อม บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- วุฒิชัย จำนง. (2522). การบริหารสำหรับผู้จัดการและหัวหน้าหน่วยงานระดับกลาง. กรุงเทพมหานคร: โรงพิมพ์บำรุงสานส์.
- เวทย์ บุญคุ้ม. (2543). เหตุการณ์ตัดสินใจเลือกกระหว่างดำรงสมณเพศกับการลาสิกขาของนิสิต ชั้นปีที่ 4 มหาวิทยาลัยมหาจุฬาลงกรณ์ราชวิทยาลัย. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาประชากรศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.

- ศุภวรินทร์ หันกิตติกุล. (2539). ปัจจัยที่มีอิทธิพลต่อพฤติกรรมสุขภาพผู้สูงอายุ จังหวัดลำปาง. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาสุขภาพ บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- สมชาติ เลขาลาวัณย์. (2542). มาตรฐานฝีมือแรงงานกับความมั่นคงทางเศรษฐกิจ. กรุงเทพมหานคร: วิทยาลัยป้องกันราชอาณาจักร.
- สุทรนิจ หุณขสาร. (2538). ปัจจัยที่มีอิทธิพลต่อพฤติกรรมการส่งเสริมสุขภาพของสตรีวัยหมดประจำเดือนเขตชนบท จังหวัดนนทบุรี. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาสุขภาพ บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- สุทธิศรี ตระกูลสิทธิโชค. (2535). แรงสนับสนุนทางสังคม ความเชื่ออำนาจภายใน ภายนอกด้านสุขภาพ และความสามารถในการดูแลตนเองของผู้สูงอายุ. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาการพยาบาล บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- สุมาลี ปิตยานนท์. (2539). เศรษฐศาสตร์แรงงาน. คณะเศรษฐศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย. กรุงเทพมหานคร: โรงพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.
- สุรัตน์ ไชยชมภู. (2535). ปัจจัยที่มีความสัมพันธ์กับความตั้งใจในการเรียนต่อระดับมัธยมศึกษาของนักเรียนชั้นประถมศึกษาปีที่ 6 ในเขตโครงการพัฒนาพื้นที่บริเวณชายฝั่งทะเลตะวันออก. วิทยานิพนธ์ปริญญาการศึกษาคุษฎีบัณฑิต, สาขาบริหารการศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒประสานมิตร.
- สุรพล ปธานวนิช. (2539). การศึกษาความต้องการของตลาดแรงงานในการจัดฝึกอาชีพในจังหวัดสมุทรปราการและพื้นที่ใกล้เคียง. กรุงเทพมหานคร: กระทรวงแรงงานและสวัสดิการสังคม.
- สุรศักดิ์ ทันตสุวรรณ. (2545). 20 ปี กรรมการประกันภัย. กรุงเทพมหานคร: โรงพิมพ์อักษรไทย.
- สุวรรณี โสธรพิทักษ์กุล. (2534). ผลของสภาพแวดล้อมในการทำงานต่อสุขภาพจิตของพนักงานในโรงงานอุตสาหกรรมสิ่งทอ. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, สาขาวิชาสิ่งแวดล้อมศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล.
- สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ. (2544). แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 9 พ.ศ. 2545-2549. กรุงเทพมหานคร: โรงพิมพ์คุรุสภาลาดพร้าว.
- สำนักงานสถิติแห่งชาติ. (2545). รายงานผลการสำรวจสถานะการทำงานของประชากรทั่วราชอาณาจักรไตรมาสที่ 3. กรุงเทพมหานคร: สำนักงานสถิติแห่งชาติ.
- อรพินทร์ พิทักษ์มหาเกตุ. (2537). ปัญหาการเข้าสู่แรงงานของคนพิการที่เคยได้รับการฟื้นฟูอาชีพ ศูนย์ฟื้นฟูอาชีพคนพิการ. นครปฐม: มหาวิทยาลัยมหิดล.
- อุบล นิวัติชัย. (2527). หลักการพยาบาลจิตเวช. เชียงใหม่: มหาวิทยาลัยเชียงใหม่.

เอี่ยมพร ครุฑธา. (2540). รายงานการศึกษาเรื่อง แนวทางเร่งรัดการกำหนดมาตรฐานฝีมือแรงงานให้
มีประสิทธิภาพ: ศึกษาเฉพาะกรณีการดำเนินงานของฝ่ายเลขานุการ คณะอนุกรรมการ
กำหนดมาตรฐานฝีมือแรงงาน และกำหนดหลักเกณฑ์เกี่ยวกับการทดสอบ และเจ้าหน้าที่
ของกองมาตรฐานฝีมือแรงงาน. กรุงเทพมหานคร: กรมพัฒนาฝีมือแรงงาน.

In English

- Brown, M.A. (1986). Social Support Durring Pregnancy: A unidimensional or multidimensional construct. Massachusettes: Nursing Research.
- Cobb, S. (1976). Psychosomatic Medicine. New York: Appleton Century.
- Gore, W.J., & Dyson, J. W. (1964). The Making of Decision: A Reading in Administrative Behavior. New York: The Free Press Glencoe, Collier of Memilan Ltd.
- Griffiths, D.E. (1964). Behavior Science and Educational Adminstraion. New York: Appleton Century Grafts Inc.
- Hackett, G., & Betz, N.E. (1981). A self-efficacy approach to the career development of women. Journal of Vocational Behavior. 52 (2), 18.
- Harrison, E.F. (1981). The Managerial Decision Making Process. Boston: Houghton Miffin Company.
- Lent, R.W., & Hackett, G. (1987). Career self-efficacy: Empirical status and future direction. Journal of Vocational Behavior. 30 (1), 23-24.
- Orem, D.E. (1991). Nursing conecpts of practice. New York: Mc Graw-Hill Book Company.
- Pearson , R. (1991). The human reasource: Managing people and work in the 1990's . London: Mc Graw Hill.
- Pender, N.J. (1987). Health Promotion in Nursing Practice. Norwalk, Connecticut: Appleton and Lange.
- Shull, F. & others. (1970). Organization Decision Making. New York: Mc Graw Hill.
- Simon, H.A. (1960). The New Science of Management Decision. New York: Harper & Row, Utherland and Cressey, D., Criminology , Lippincott Press.
- Terry, G.R. (1964). Principle of Management, Illinois: Richard D. Irwin Inc.

William, W. Leeder. (1976). The Multiple Factor Theory of Decision-Making and Social Action. Boston: Houghton Mifflin Company.

Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational Commitment. Academy of Management Review, (3)14, 51.

Yamane, T. (1973). Statistics : An Introductory Analysis. Tokyo: Harper International Edition.

APPENDIX



ที่ ศธ 0517.123/พิเศษ

คณะสังคมศาสตร์และมนุษยศาสตร์
มหาวิทยาลัยมหิดล

สิงหาคม 2547

เรื่อง ขอความร่วมมือตอบแบบสอบถาม

เรียน ท่านเจ้าของอู่กลาง / ผู้จัดการอู่กลาง

สิ่งที่ส่งมาด้วย แบบสอบถามงานวิจัยฯ พร้อมซองเปล่าติดแสตมป์ จำนวน 1 ชุด

ด้วยนายสาโรจน์ ช่างเพ็ชร เป็นนักศึกษาระดับปริญญาโท ภาควิชาศึกษาศาสตร์ คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล ขณะนี้ได้รับอนุมัติจากมหาวิทยาลัยให้ดำเนินการจัดทำวิทยานิพนธ์ในหัวข้อเรื่อง“ปัจจัยที่มีผลต่อการตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติของแรงงาน:ศึกษารณณ์แรงงานในอู่กลาง”ซึ่งผลงานวิจัยที่ได้จะเป็นข้อมูลให้หน่วยงานที่เกี่ยวข้องนำไปใช้ประโยชน์เป็นแนวทางในการส่งเสริมสนับสนุนให้แรงงานในสาขาอาชีพอื่นๆเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติอย่างแพร่หลายซึ่งจะทำให้ประเทศไทยมีกำลังแรงงานที่มีมาตรฐานฝีมือสามารถแข่งขันและป้องกันการกีดกันทางการค้าและทางเศรษฐกิจได้ในเวทีโลก อีกทั้งจะเป็นประโยชน์ต่อสถานประกอบการ โดยตรงตลอดจนตัวแรงงานเองด้วย

จึงใคร่ขอความร่วมมือจากท่านในการมอบหมายให้ลูกจ้างหรือช่างในอู่กลางของท่านที่ยังไม่ผ่านการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ (ทั้งผู้ที่เคยเข้ารับการทดสอบแต่ผลการทดสอบยังไม่ผ่านและผู้ที่ยังไม่เคยเข้ารับการทดสอบ) จำนวน 1 คน เป็นผู้ตอบแบบสอบถามและส่งกลับให้ผู้วิจัยฯ ทางไปรษณีย์ตามที่อยู่บนซองเปล่าที่ติดแสตมป์ไว้แล้ว (ตามสิ่งที่ส่งมาด้วย)

ทั้งนี้ผู้วิจัยฯขอรับรองว่าข้อมูลที่ได้ทั้งหมดจะไม่มีการเผยแพร่หรือเปิดเผยข้อมูลใดๆทั้งสิ้นต่อแรงงานและเจ้าของสถานประกอบการ จึงหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่านและขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ลงชื่อ)สาโรจน์ ช่างเพ็ชร

(นายสารโรจน์ ช่างเพ็ชร)

ผู้วิจัย

(ลงชื่อ) ชีรเดช ฉายอรุณ

(ดร.ชีรเดช ฉายอรุณ)

ประธานที่ปรึกษาวิทยานิพนธ์

โทร.0 2643 4985, 0 9517 4644

บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล

แบบสอบถามสำหรับการวิจัย
การศึกษาปัจจัยที่มีผลต่อการตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติของแรงงาน
:ศึกษากรณีแรงงานในอุ้งกลาง

แบบสอบถามฉบับนี้ มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่มีผลต่อการตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติของแรงงาน:ศึกษากรณีแรงงานในอุ้งกลาง เพื่อนำข้อมูลดังกล่าวประกอบการเขียนวิทยานิพนธ์ และเป็นข้อมูลอันสำคัญที่จะนำไปใช้ประโยชน์ต่องานพัฒนาฝีมือแรงงาน เป็นแนวทางในการส่งเสริมสนับสนุนให้แรงงาน เกิดการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติอย่างแพร่หลายเพื่อประโยชน์ของตัวแรงงาน เจ้าของสถานประกอบการและประเทศชาติในอนาคต

ผู้วิจัยขอรับรองว่าข้อมูลทั้งหมดจะไม่มีผลกระทบในทางเสียหายใด ๆ ทั้งสิ้นต่อแรงงาน และเจ้าของสถานประกอบการ โดยจะนำผลไปวิเคราะห์เป็นภาพรวม ดังนั้นเพื่อให้งานวิจัยครั้งนี้เกิดผลประโยชน์ต่อส่วนรวมมากที่สุด ขอให้ท่านตอบแบบสอบถามฉบับนี้ ตามความคิดเห็นและเป็นจริงที่สุด

คำแนะนำ แบบสอบถามมีทั้งหมด 2 ตอน ประกอบด้วย

ตอนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลพื้นฐานทั่วไปของแรงงาน

ตอนที่ 2 แบบสอบถามเกี่ยวกับปัจจัยที่มีผลต่อการตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติของแรงงาน

ในแต่ละตอนจะมีคำชี้แจงความเข้าใจ ขอให้ท่านอ่านโดยละเอียดก่อนตอบ เพื่อความสมบูรณ์ของแบบสอบถาม ซึ่งจะสามารถนำไปใช้ในการวิจัย

ขอขอบพระคุณอย่างสูงมา ณ โอกาสนี้

จาก นายสาโรจน์ ช่างเพชร

ผู้วิจัยฯ

ตอนที่ 1 ข้อมูลพื้นฐานทั่วไปของแรงงาน

คำชี้แจง กรุณาเติมคำในช่องว่างหรือทำเครื่องหมาย (✓) หน้าข้อความที่ตรงกับความเป็นจริงของท่านมากที่สุด

1. ปัจจุบันท่านอายุ.....ปี (นับอายุเต็มปี)
2. วุฒิการศึกษาสูงสุดที่ได้รับ

<input type="checkbox"/> ไม่ได้เรียน	<input type="checkbox"/> ประถมศึกษา
<input type="checkbox"/> มัธยมศึกษาตอนต้น	<input type="checkbox"/> มัธยมศึกษาตอนปลาย
<input type="checkbox"/> ปวช. สาขา.....	<input type="checkbox"/> ปวส. สาขา.....
<input type="checkbox"/> ปริญญาตรี สาขา.....	<input type="checkbox"/> สูงกว่าปริญญาตรี
<input type="checkbox"/> อื่น ๆ ระบุ.....	
3. ท่านทำงานในอู่กลางแห่งนี้เป็นระยะเวลา.....ปี (นับจำนวนเต็มปี)
4. ท่านได้รับเงินเดือน ค่าจ้าง หรือค่าตอบแทนจากนายจ้างหรือเจ้าของอู่กลาง จำนวน.....บาท / เดือน
5. สถานภาพสมรสของท่าน

<input type="checkbox"/> สมรสแล้ว	<input type="checkbox"/> โสด
<input type="checkbox"/> หม้าย	<input type="checkbox"/> หย่า – แยกกันอยู่

ตอนที่ 2 ปัจจัยที่มีผลต่อการตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติของแรงงาน

- คำชี้แจง**
1. ต่อไปนี้คำว่า ทดสอบฯ หมายถึง ทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ
 2. ให้ท่านอ่านข้อความแต่ละข้อ และพิจารณาว่าข้อใดมีความถูกต้องตรงกับความคิดเห็นของท่านมากที่สุด แล้วใส่เครื่องหมาย (✓) ในช่องคำตอบนั้น

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
การตั้งเป้าหมายจากการทดสอบ					
ท่านคิดว่าหากท่านผ่านการทดสอบฯจะช่วยให้ท่าน					
1. มีโอกาสได้รับการเลื่อนระดับ					
2. เป็นที่ยอมรับของเพื่อนร่วมงานและนายจ้าง					
3. มีโอกาสในการได้รับขึ้นเงินเดือนหรือค่าจ้างเพิ่ม					
4. มีความมั่นคงในการประกอบอาชีพ					
5. สามารถเปลี่ยนงานหรือหางานทำได้ง่าย					

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
<p>ความเชื่อในประโยชน์จากการทดสอบ</p> <p>ท่านเห็นด้วยหรือไม่ว่า.....</p> <p>1.มาตรฐานฝีมือแรงงานแห่งชาติ เป็นเครื่องมือในการวัดระดับฝีมือ และศักยภาพในการทำงานของช่างทุกคน</p> <p>2. การเข้ารับการทดสอบฯถือว่าเป็นการพัฒนาฝีมือของช่างรูปแบบหนึ่ง</p> <p>3. นายจ้างจะได้ประโยชน์และคุ้มค่าที่จ้างช่างที่ผ่านการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ</p> <p>4. ลูกค้าจะเกิดความมั่นใจเมื่อทราบว่าได้รับการบริการจากช่างที่มีมาตรฐานฝีมือแรงงานแห่งชาติ</p> <p>5.ถ้าแรงงานทุกคน ทุกอาชีพมีมาตรฐานฝีมือแรงงานแห่งชาติ จะเป็นประโยชน์หรือผลดีต่อประเทศชาติโดยรวม</p>					
<p>ความคาดหวังจากบุคคลและสังคม</p> <p>ท่านคิดว่าบุคคล กลุ่มบุคคล หรือหน่วยงานที่เกี่ยวข้องกับท่าน มีความคาดหวังให้ท่าน เข้ารับการทดสอบฯมากน้อยเพียงใด</p> <p>1. บิดา มารดา หรือญาติพี่น้อง</p> <p>2. นายจ้างหรือเจ้าของอยู่</p> <p>3. ลูกค้าที่ท่านรู้จัก</p> <p>4. เพื่อนร่วมงาน</p> <p>5. หน่วยงานราชการ</p> <p>6. สมาคม / ชมรม วิชาชีพที่เกี่ยวข้อง</p>					

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
ความเชื่อมั่นในประสิทธิภาพของคน					
1. ท่านมีความเชื่อว่าท่านมีความรู้ ในสาขาช่างที่ท่านทำงานอยู่ เป็นอย่างดี					
2. ท่านมีความเชื่อว่าท่านสามารถปฏิบัติได้ตามความรู้ที่ท่านมีในสาขาช่างที่ท่านปฏิบัติงานอยู่					
3. ท่านสามารถทำงานที่รับผิดชอบได้สำเร็จ					
4. ท่านมีความเชื่อมั่นว่าหากท่านเข้ารับการ ทดสอบฯ ท่านจะสอบผ่านแน่นอน					
5. นายจ้างและเพื่อนร่วมงานเชื่อมั่น ความสามารถของท่าน					
แรงสนับสนุนจากบุคคลและสังคม					
1.บุคคล กลุ่มบุคคล หรือหน่วยงาน ที่ให้การช่วยเหลือสนับสนุน ด้านต่างๆ เช่น ให้อุปกรณ์ ให้สิ่งของ ให้การแนะนำชี้แจง ให้ข้อมูลข่าวสาร หรือสิ่งอำนวยความสะดวกต่างๆ แก่ท่านในการทดสอบ					
1.) บิดา มารดา หรือญาติพี่น้อง					
2) ลูกจ้างที่รับบริการ					
3) นายจ้างหรือเจ้าของอยู่					
4) หน่วยงานราชการ					
5) สมาคม / ชมรม วิชาชีพที่เกี่ยวข้อง					
2. รูปแบบหรือสิ่งที่ท่านได้รับการสนับสนุน หรือช่วยเหลือจากบุคคลที่เกี่ยวข้องดังกล่าว ในการให้ท่านเข้ารับการทดสอบฯ มีดังนี้.....					
1) ด้านการเงิน (ค่าตอบแทน,ค่าจ้าง, หรือค่าเบี้ยเลี้ยง,ค่ายานพาหนะ เป็นต้น ฯ)					
2) สิ่งของเครื่องใช้ เครื่องมือ หรือวัสดุอุปกรณ์					

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
3) แรงงาน (ให้คนมาช่วยฝึกสอนหรือทำงานแทนในช่วงที่ท่าน ดำเนินการทดสอบฯ)					
4) การให้คำแนะนำหรือให้ข้อมูลข่าวสาร					
5) สถานที่ในการทดสอบ					

สภาวะการจำเป็นในการทดสอบ

1) ปัจจุบันนี้ การฝึกอบรมสาขาอาชีพช่างหลายสาขา เริ่มกำหนดให้ผู้เรียนผ่านการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ ก่อนจบหลักสูตร

ทราบ

ไม่ทราบ

2) หลักสูตร ปวช. และ ปวส. บางแห่งกำหนดให้นักศึกษาสอบผ่านมาตรฐานฝีมือแรงงานแห่งชาติ ก่อนจบการศึกษา

ทราบ

ไม่ทราบ

3) การเป็นศูนย์กลางการซ่อมรถยนต์ประกันภัย จะต้องมียูจ้างที่ผ่านการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ อย่างน้อย 4 สาขาช่าง ปฏิบัติงานประจำในอู่กลาง

ทราบ

ไม่ทราบ

4) ปัจจุบันมีการแข่งขันสูงทางเศรษฐกิจ การค้า ทั้งในเวทีโลก และภายในประเทศ สถานประกอบการจำเป็นต้องใช้แรงงานที่มีมาตรฐานฝีมือเพื่อการแข่งขัน และการอยู่รอดของธุรกิจ

ทราบ

ไม่ทราบ

5) มีชมรม สมาคมวิชาชีพบางสาขาอาชีพกำหนดให้ผู้จะปฏิบัติงานในสาขาอาชีพนั้นๆ ต้องผ่านการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ

ทราบ

ไม่ทราบ

การตัดสินใจเข้ารับการทดสอบฯ

1. ท่านเคยเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติหรือไม่

- เคย (แต่ยังสอบไม่ผ่าน) ไม่เคย

2. ท่านคิดว่าในอนาคตอันใกล้ท่านจะตัดสินใจเข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติหรือไม่

- เข้ารับการทดสอบฯแน่นอน เนื่องจากมีความจำเป็นในการทำงาน
- เข้ารับการทดสอบฯ หากมีผู้สนับสนุน ส่งเสริมให้เข้ารับการทดสอบ
- เข้ารับการทดสอบฯ หากมีโอกาส เพราะสอบไว้ก็ไม่เสียหายอะไร
- ไม่แน่ใจ
- ไม่เข้ารับการทดสอบฯ เนื่องจากเห็นว่าไม่มีความจำเป็นในการทำงาน
- ไม่เข้ารับการทดสอบฯ เพราะคิดว่าจะเปลี่ยนอาชีพอื่น
- ไม่เข้ารับการทดสอบฯ เพราะกลัวว่าจะสอบไม่ผ่าน

หมายเหตุ เมื่อท่านตอบแบบสอบถามเสร็จเรียบร้อยแล้ว ขอได้โปรดส่งกลับคืนผู้วิจัยฯ ทางไปรษณีย์
ตามที่อยู่บนซองจดหมายที่ผู้วิจัยฯ ได้จำหน่ายซองและคิดเสตมป์ มาพร้อมแบบสอบถามนี้

ขอขอบพระคุณในความกรุณาอีกครั้ง.....จากผู้วิจัยฯ

แนวคำถามการสัมภาษณ์การวิจัย

การศึกษาปัจจัยที่มีผลต่อการตัดสินใจของแรงงานเข้ารับการทดสอบมาตรฐานฝีมือ
แรงงานแห่งชาติ: ศึกษากรณีแรงงานในอุ้งกลาง

แนวคำถามในการสัมภาษณ์ แบ่งหมวดคำถามออกเป็น 6 ส่วน

ส่วนที่ 1 ข้อมูลเบื้องต้นของผู้ถูกสัมภาษณ์

1. ตำแหน่งงานในปัจจุบัน
2. อายุ
3. วุฒิการศึกษาสูงสุดและการฝึกอบรม
4. ประสบการณ์ในการทำงานและอายุการทำงานทั้งหมด
5. สถานภาพสมรส
6. รายได้/อัตราเงินเดือน
7. จำนวนลูกจ้างทั้งหมด (ผ่านการทดสอบ / ไม่ผ่านการทดสอบ)
8. จำนวนลูกค้าเฉลี่ยต่อเดือน
9. จำนวนสถานประกนภัยที่ส่งลูกค้าให้

ส่วนที่ 2 ทศนคติต่อมาตรฐานฝีมือแรงงานแห่งชาติ

1. ท่านรู้จักมาตรฐานฝีมือแรงงานหรือไม่ อย่างไร
2. ท่านเห็นด้วยกับประโยชน์ของมาตรฐานฝีมือแรงงานแห่งชาติหรือไม่ อย่างไร
3. ในสภาวะการแข่งชันทางเศรษฐกิจในปัจจุบัน ท่านคิดว่าแรงงานในสถานประกอบการทั้งภาคการผลิตและภาคการบริการ จำเป็นต้องมีมาตรฐานฝีมือหรือไม่ อย่างไร
4. การที่สถานประกอบการจะใช้แรงงานที่มีมาตรฐานฝีมือ จะมีปัญหา อุปสรรค หรือความยุ่งยาก ตลอดจนเป็นการเพิ่มภาระ ค่าใช้จ่ายให้สถานประกอบการหรือไม่อย่างไร

ส่วนที่ 3 ความพึงพอใจต่อแรงงานที่ผ่านการทดสอบ

1. ในฐานะที่ท่านเป็นนายจ้างหรือผู้บริหารอุ้งกลาง ซึ่งจ้างแรงงานที่ผ่านการทดสอบและไม่ผ่านการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ ท่านคิดว่าแรงงานทั้ง 2 กลุ่ม มีความแตกต่างกันหรือไม่ อย่างไร

1.1 ด้านความรู้ความสามารถในการปฏิบัติงาน

- 1.2 ด้านความปลอดภัยในการทำงาน
- 1.3 ด้านการใช้และบำรุงรักษา เครื่องมือ เครื่องจักร และอุปกรณ์
- 1.4 ด้านการใช้วัสดุอย่างประหยัด
- 1.5 ด้านการใช้ระยะเวลาในการปฏิบัติงาน
- 1.6 ด้านอุปนิสัยในการปฏิบัติงาน
- 1.7 ด้านผลสัมฤทธิ์ของงาน
- 1.8 ด้านอัตราค่าจ้าง

2. ในภาพรวมแล้วท่านคิดว่าการจ้างแรงงานที่มีมาตรฐานฝีมือแรงงานแห่งชาติมีความคุ้มค่าหรือไม่ อย่างไร

ส่วนที่ 4 ความจำเป็นในการจ้างแรงงานที่ผ่านการทดสอบ

1. ท่านคิดว่านายจ้างหรือเจ้าของสถานประกอบการในปัจจุบันมีความจำเป็นในการจ้างแรงงานที่มีมาตรฐานฝีมือแรงงานหรือไม่ อย่างไร
2. ลูกจ้างทราบหรือไม่ว่าอู่ของท่านมีช่างที่ผ่านการทดสอบมาตรฐานฝีมือแรงงาน และลูกจ้างมีความรู้สึกอย่างไร ต่อผลงานที่ได้รับ
3. ท่านเห็นด้วยหรือไม่อย่างไร ที่อู่กลางกำหนดให้ต้องมีแรงงานที่ผ่านการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ
4. ท่านคิดว่า หากอู่ของท่านไม่เข้าเป็นอู่กลางกรมการประกันภัย จะมีผลต่อการดำเนินธุรกิจของท่านหรือไม่ อย่างไร

ส่วนที่ 5 การส่งเสริมลูกจ้างให้เข้ารับการทดสอบ

1. ท่านคิดว่าเป็นการดีหรือไม่ หากลูกจ้างของท่านจะมีการฝึกอบรมเพิ่มเติมความรู้ และทักษะฝีมือในการทำงาน
2. อู่ของท่านมีการจัดการฝึกอบรม หรือมีแผนการฝึกอบรมความรู้และทักษะฝีมือในการทำงานให้กับลูกจ้างหรือช่างในอู่ หรือไม่ อย่างไร
3. ท่านเคยส่งลูกจ้างไปฝึกอบรมเพิ่มเติมความรู้ และทักษะฝีมือการทำงานหรือไม่ อย่างไร
4. ลูกจ้างของท่านเคยมาขออนุญาตไปฝึกอบรม เพิ่มเติมความรู้ และทักษะฝีมือหรือไม่ และท่านอนุญาต หรือส่งเสริม สนับสนุน ในรูปแบบต่างๆ เช่น ให้สิ่งของ ออกค่าใช้จ่าย อื่นๆ หรือไม่

5. ท่านเห็นด้วยหรือไม่กับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ ของลูกจ้างหรือช่างในอู่ของท่าน และท่านเคย ส่งเสริม สนับสนุน สิ่งของ ค่าใช้จ่าย หรืออื่นๆ ให้ลูกจ้างได้เข้ารับการทดสอบมาตรฐานฝีมือแรงงานแห่งชาติ หรือไม่ อย่างไร

ส่วนที่ 6 แนวการสัมภาษณ์เกี่ยวกับแนวโน้มความต้องการของนายจ้าง

1. ในอนาคตท่านคิดว่าลูกจ้างหรือช่างในอู่กลางควรจะสอบผ่านมาตรฐานฝีมือแรงงานแห่งชาติ ทุกคน หรือไม่ อย่างไร
2. ท่านคิดว่าถึงเวลาแล้วหรือยัง ที่สถานประกอบการในทุกสาขาอาชีพ ควรจะต้องใช้แรงงาน หรือจ้างแรงงาน ที่มีมาตรฐานแรงงานแห่งชาติ

BIOGRAPHY

NAME	Mr. Saroj Changpien
DATE OF BIRTH	10 May 1961
PLACE OF BIRTH	Singburi, Thailand
INSTITUTIONS ATTENDED	Rajabhat Varaialongkorn University, 1990-1992 Bachelor of Sciences (Industrial Technology) Mahidol University, 1999-2004 Master of Arts (Population Education)
HOME ADDRESS	168/109 M.1 Pimolraj Bangbuatong Nontaburi 11110 Tel. 02-924-4050