

# ผลของเทคนิคการสอนแบบวิถีกระบวนการกลุ่ม ต่อสัมพันธภาพและการเรียนรู้ของนักศึกษามหาวิทยาลัย

## The Effects of Group Process Method on University Student's Relationship and Learning

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### บทคัดย่อ

วัตถุประสงค์ของการวิจัยครั้งนี้เพื่อศึกษาผลของเทคนิคการสอนแบบวิถีกระบวนการกลุ่มต่อสัมพันธภาพและการเรียนรู้ของนักศึกษามหาวิทยาลัย กลุ่มตัวอย่างรวม 105 คน เป็นนักศึกษาในระดับบัณฑิตและระดับบัณฑิตศึกษาของภาควิชาการศึกษาตลอดชีวิต คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ซึ่งสมัครใจให้ข้อมูล แบ่งเป็นนักศึกษาปริญญาตรี ในวิชาการพัฒนาทรัพยากรบุคคลทางการศึกษาตลอดชีวิต ปีการศึกษา 2558-2560 รวม 81 คน นักศึกษาปริญญาโท 12 คน และนักศึกษาปริญญาเอก 12 คน ในวิชาการพัฒนามนุษย์ ปีการศึกษา 2558-2559 รวม 24 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ (1) แบบทดสอบสัมพันธภาพ POI ฉบับภาษาไทยใช้ประเมินเชิงปริมาณ และ (2) กรอบคำถามเกี่ยวกับผลการเรียนรู้ที่พัฒนาจากกรอบมาตรฐานคุณวุฒิระดับอุดมศึกษาแห่งชาติ ใช้สอบถามเชิงคุณภาพ วิเคราะห์ข้อมูลทั้งเชิงปริมาณและเชิงคุณภาพ โดยใช้ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติ t-test วิเคราะห์ข้อมูลเชิงปริมาณ และวิธีการวิเคราะห์เนื้อหาวิเคราะห์ข้อมูลเชิงคุณภาพ สามารถสรุปผลดังต่อไปนี้ ประการที่หนึ่งการสอนแบบวิถีกระบวนการกลุ่มมีผลต่อสัมพันธภาพของนักศึกษาทุกระดับใน 2 ลักษณะ ได้แก่ (1) สัมพันธภาพภายในตัวเอง คือ การตระหนักรู้และเข้าใจตัวเอง และ (2) สัมพันธภาพระหว่างบุคคล คือ ความสัมพันธ์ที่เหมาะสมระหว่างตัวเองกับผู้อื่น โดยมีระดับคะแนนสัมพันธภาพทั้ง 2 ด้าน และโดยรวมสูงขึ้นอย่างมีนัยสำคัญ ประการที่สอง การสอนแบบวิถีกระบวนการกลุ่มมีผลต่อการเรียนรู้ของนักศึกษาทุกระดับในมิติคุณธรรม ความรู้ ทักษะทางปัญญา มนุษยสัมพันธ์และความรับผิดชอบต่อตนเองและผู้อื่น โดยมีการพัฒนาตัวเองทั้งในชั้นเรียนและในชีวิตประจำวันนอกชั้นเรียน สรุปได้ว่า เทคนิคการสอนแบบวิถีกระบวนการกลุ่มมีผลต่อสัมพันธภาพและการเรียนรู้ของนักศึกษามหาวิทยาลัย

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## Abstract

The purpose of this research was to determine the effects of group process method on university student's relationship and learning-. 105 volunteer students from department of lifelong education, faculty of education, Silpakorn university were the samples; 81 undergraduate students who enrolled in the subject of "Human resource development in lifelong education" in the year 2015-2017 and 24 graduate students as 12 master degree students and 12 doctoral degree students who enrolled in the subject of "Human development" in the year 2015-2016. The instrument used in this study were; (1) Personality Orientation Inventory: POI in Thai version for assessing the student's relationships as quantitative data and (2) the probe of student learning that was based on Thai Qualifications Framework for Higher Education: TQF:HEd for interviewing the student's learning outcomes as qualitative data. The quantitative and qualitative data were collected and analyzed; the means, standard deviation and t-test statistic were quantitative calculated and the content analysis method was for the qualitative data. The major findings can be concluded as follows: First, the group process method affected on university student's relationship both of intrapersonal dimension; the self-awareness and understanding, and interpersonal dimension; the self-relatedness with others. The assessment result was showed the higher level of student's relationships score significantly in each dimension and total. Second, the group process method affected on university student's learning of their own morality, knowledge, high level of thinking skill, human relationship and responsibility toward self and others as a means to student development in classroom and in daily living outside the classroom. In conclusion, the group process method affected on university student's relationship and learning.

## Introduction

University students are vital to the development of society, the university should provide them many development activities outside classrooms and also suitable teaching methods in their classrooms throughout the study period. (Office of the Higher Education Commission, 2016).

Group process is a right one of teaching method that is used more increasingly in many schools and other kinds of non-formal educational institutions, but still less in university or any kinds of higher educational institution. (Crow, 2014) As the viability of this way to help

students in their active learning, it also enhance some student's morality, knowledge, high level of thinking skill, human relationship and responsibility toward self and others, and healthy communication in their relationship and collaboration. (Meredith, Klavetter and Mogar, Ilardi and May, cited in Chincharoensup, 1990) It is also up to the group purposes. (Trotzer, 2006)

In Thailand, for instance, Piyapanyawong (1999) stated that the group process method affected on assertiveness of undergraduate students. Krawcomsri (2002) also pointed that

students' coping strategies and self-esteem are increased after

participationthe group process method. For more study, Sansanaveerakul (2001) analyzed some experiences of the students who participated the group process and found crucial factors for their personal growth.

Trotzer (2006: 1-5) summarized that the group process affects people in learning and changing themselves because they were facilitate to understand and truly accept themselves in proper atmosphere and relationship. That is why the group affects the members' life skills and let them learn how to be themselves and to live with others in society inside and outside the group. This is a part of university goals and expected learning outcomes for their students. (Office of the Higher Education Commission, 2016)

There were at least 8 intrapersonal factors and 3 interpersonal factors to support the group members to relate and to learn from each other. The intrapersonal factors were (1) self-awareness (2) acceptance and understanding others (3) understanding life and acceptance of changes in life (4) learning in problem solving (5) readiness to changes (6) assertiveness (7) the appreciative experiences and (8) feelings of strength and vitality in living one' life. The interpersonal factors were (1) expression of deep inner feelings (2) openness and attentiveness to others' feeling and (3) building deep relationships. (Sansanaveerakul, 2001)

So the learning-based relationship

occurs when people learn in the group process with friendly atmosphere, they can maximize their own potential and do the best that they are capable of doing or develop themselves in their own personal ways inside and outside the group. (Johnson, 1972).

Meredith, Klavetter and Mogar, Ilardi and May (cited in Chinchareonsup, 1990) also reported that the group process catalyzed participant's' relationship which can be measured by the Personal Orientation Inventory (POI).

I, the researcher was trained and qualified to be a group facilitator, recognized the values of group process as a teaching method for student development. So the group process method was continually arranged in my classes by me and some assistances as a main teaching method for students from the department of lifelong education, faculty of education, Silpakorn university, especially for my undergraduate students who enrolled in the subject of "Human resource development in lifelong education" in the year 2015-2017 and my master degree students and also doctoral degree students who enrolled in the subject of "Human development" in the year 2015-2016 as well.

### Research question

I, therefore established this research and had a question whether the group process method affects university student's relationship and learning, and how.

### Objective

To determine the effects of group process method on university student's relationship and learning.

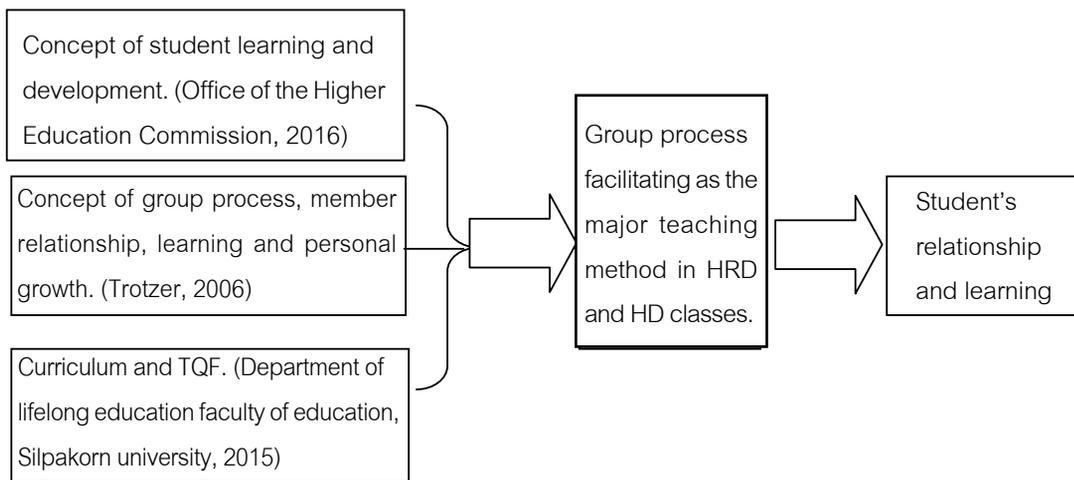
**Research design**

The research was a Non-randomized, One Group Pre-test Post-test Design on Quasi-Study

**Conceptual Framework**

**Research Methodology**

**Sampling**



The samples were 105 volunteers; 81 undergraduate students who enrolled in the subject of "Human resource development in lifelong education" in the year 2015-2017 and 24 graduate students as 12 master degree students and 12 doctoral degree students who enrolled in the subject of "Human development" in the year 2015-2016. They all participated the continuing group process as a major teaching method for fifteen times in one semester.

**Data collecting**

The quantitative and qualitative data were collected as mixed method of the research.

**Instruments**

The 2 instrument used in this study were;

1. Personality Orientation Inventory: POI in Thai version for assessing the student's relationships as quantitative data.
2. The probe of student learning that was based on Thai Qualifications Framework for Higher Education: TQF:Hed for interviewing the student's learning outcomes as qualitative data.

**Data analysis**

The quantitative and qualitative data were separately analyzed;

1. The quantitative data were analyzed by the means, standard deviation and ttest statistic.
2. The qualitative data were analyzed by

content analysis method.

the higher level of student's relationships score significantly both of intrapersonal dimension (the self-awareness and understanding), and interpersonal dimension (the self-relatedness with others) and total. As the tables below;

## Results

The major findings can be concluded as follows:

1. The group process method affected on university student's relationships.

The assessment result was showed

test Means, standard deviation and t-test statistic of student's relationships (Intrapersonal dimension: the self-awareness and understanding)

Pre-test $\bar{X}_1$	Posttest $\bar{X}_2$	Standard deviation ( $\bar{X}_1 - \bar{X}_2$ )	t-test
29.31	43.56	18.66	4.58**

\*\* at .05 level of significance

Table 2 Pre-test and posttest Means, standard deviation and t-test statistic of student's relationships (Interpersonal dimension: the self-relatedness with others)

Pre-test $\bar{X}_1$	Posttest $\bar{X}_2$	Standard deviation ( $\bar{X}_1 - \bar{X}_2$ )	t-test
32.95	47.97	17.93	4.77**

\*\* at .05 level of significance

Table 3 Pre-test and posttest Means, standard deviation and t-test statistic of student's relationships (Total of intrapersonal and interpersonal dimension)

Pre-test $\bar{X}_1$	Posttest $\bar{X}_2$	Standard deviation ( $\bar{X}_1 - \bar{X}_2$ )	t-test
62.26	91.53	19.88	4.92**

\*\* at .05 level of significance

2. The group process method affected on university student's learning of their own morality, knowledge, high level of thinking skill, human relationship and responsibility toward self and others as a means to student

development in classroom and in daily living outside the classroom.

For the content analysis, the students firstly experienced learning to know themselves and then developed themselves with their own

responsibility for all actions to living and affection to other people. The students told that they get some deeper understanding and clearer awareness of their real identity while strengthen their values of uniqueness and further vision with self-respect. The group process focused on here and now dimension and did not bring them to dwell in the past or make them worry to the future, but conducted them to see the relevance of something totally opposite.

They also experienced and learned to trust each other. The group process, facilitator and their peers enhanced them to have more intimacy. They also enriched the ability to create a warm, profound relationship with others and to balance self-reliance appropriately.

Moreover, the students practiced and learned how to use their potential fully and learn how to tune in, to work with and to live together.

They felt their own intra-relationship and inter-relationship were their great basis to learn and develop their own morality, knowledge, high level of thinking skill, human relationship and responsibility toward self and others as a means to self-development in classroom and in daily living outside the classroom.

### Discussion and Conclusion

The research results showed us the effects of group process method on university student's relationship and learning as a means to student development in classroom and in daily living as Piyapanyawong (1999), Krawcomsri (2002), Sansanaveerakul (2001), Chincharoensup (1990) Meredith, Klavetter and Mogar, Ilardi and

May (cited in Chincharoensup, 1990) found, it is also presented three conditions that the student's relationship and learning outcomes came; (1) from the learner's self-discovery, (2) from a collective wisdom of the group that they genuinely helped each other to learn and to develop themselves. (3) from the group leader who arranged the group setting, created the group atmosphere and conditions, conducted the group process and facilitated the group members to learn and to grow. In conclusion, the relationship and learning outcomes were from the students who learn how to learn, how to do, how to be, and how to live together as they exchanged and shared their valuable experiences or gave the

others some benefit feedback and support to each other, included learned to discover their true identities and real self and turned their thoughts in new positive way of thinking and practice under the facilitating of their group leader. Here there are some other discussions for the result.

This result related to Sansanaveerakul's study (2001) that analyzed some experiences of the group participants into 8 intrapersonal factors and 3 interpersonal factors to support the group members to relate and to learn from each other. (1) The intrapersonal factors were (1.1) self-awareness (1.2) acceptance and understanding others (1.3) understanding life and acceptance of changes in life (1.4) learning in problem solving (1.5) readiness to changes (1.6) assertiveness (1.7) the appreciative experiences and (1.8) feelings of strength and

vitality in living one' life. (2) The interpersonal factors were (2.1) expression of deep inner feelings (2.2) openness and attentiveness to others' feeling and (2.3) building deep relationships. As well, the result seem consisted with self-actualized characteristics development as Maslow (1970) point out the people with (1) clear perception of reality and comfortable relations with it. (2) acceptance of self and others. (3) natural and spontaneous being. (4) problems rather than self. (5) privacy living. (6) autonomous self. (7) continued freshness of appreciation. (8) mystic experience. (9) social interest. (10) interpersonal relations. (11) democratic character structure. (12) discrimination between means and ends. (13) sense of humor. (14) creativeness. (15) non-conformity.

Dye (DeLucia, 1991 cited in Trotzer, 2006) pointed the reasons why the group process affected on student's relationship and learning, he stated that because basically the group are places where people exchange ideas and teach each other and learn from each other. In a practical sense, the group process is also a valuable tool in helping people improve their ability to make decisions and act in a manner that is personally meaningful, constructive, and socially relevant. Ohlsen (1977 cited in Trotzer, 2006) correspondingly told that the group process is the helping process that facilitate member's learning as it is safe, understanding, participating, and approving. In addition, the group process is directed toward self-exploration, encouraging introspection and feedback so that communication can occur and relationships can develop.

## Recommendation

The research result could be suggested that the group process is a real and meaningful path or effective tool to university student's learning and personal development both in class and real life situation because it is an intimate learning-based relationship that supports the students' life skills to be themselves and to live with others in society properly. We should enhance some educational setting and atmosphere that promote people to participate as authentic relationship. It should be a model for our human development and student development based on good mankind helping and compassionate interdependence in daily life and in current society. The university should provide them as an classroom and extra-curricular activities outside the classroom throughout the study period. this is a part of university goals and expected learning outcomes for their students.

However, it is necessary to prepare appropriate group arrangement and some well-trained group facilitator whose personality and abilities are qualified, ready and skillful. Trotzer (2006) points that there are four prerequisites for an effective group leader:

- 1) cognitive knowledge about group process,
- 2) involvement as a participant in group interaction,
- 3) skills and techniques for use in the leadership capacity, and
- 4) supervised experience in the leadership role.

On the other hand, appropriate group arrangement is very important, the research finding also suggest group leaders to encourage members to reveal themselves and to provide other members some appropriate feedback that will help each other learn and discover their own life lesson and experiences. Then they can solve some problems as well as gain more responsibility for improving their own lives and living with others in society effectively.

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