



**TITLE:** Teacher Development in Classroom Research of Nong Choomsang Wittayakom School, Kalasin Provincial Administrative Organization

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## ABSTRACT

This research aimed to study conditions of classroom research of Nong Choomsang Wittayakom School, Kalasin Provincial Administrative Organization, to study guidelines for teacher development in classroom research, and to study results of teacher development in classroom research of Nong Choomsang Wittayakom School. This research was conducted in 3 phases: Phase I Studying Conditions of Classroom Research, Phase II Planning and Development and Phase III Evaluation of Classroom Research. The target group for this study consisted of 8 teachers of Nong Choomsang Wittayakom School. The instruments used in this study were a test, an observation form, 3 interview forms, 2 evaluation forms, and a form for writing meeting minutes. The statistics used in analyzing the quantitative data for this study were basic statistics while the qualitative data were examined, analyzed, and descriptively presented.

Findings of the study revealed that before the workshop training these teachers had minimal knowledge and understanding of classroom research, which was inadequate to enable them to conduct their own research; they also lacked knowledge in constructing instruments for collecting data, analyzing and summarizing data, and writing research reports. The teachers were then developed through workshop training on action research and internal supervision conducted by using all the steps of the action research procedure, which the research participants had established the following guidelines for their development: conducting workshop training and supervising by providing close and regular counseling and advice by experts in classroom research. It was found that the target group gained more knowledge and understanding in action research and they were able to conduct their own classroom research. The overall evaluation of the research reports was found at a good level or 3.54 in average. It can be concluded that teacher development by using the action research procedure and internal supervision could increase the

teachers' knowledge and understanding in action research, and enabled them to conduct their own classroom research study. Moreover, these teachers were able to apply the procedure of classroom research to solve their problems in organizing teaching and learning activities to increase efficiency and effectiveness in their students' learning ability.



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