

# A Model for Enhancing Classroom Research According to Kalyanamitta Principles for Teachers Under the Office of Primary Educational Service Area

<sup>[1]</sup>Sasisorn Boonsukontagul, <sup>[2]</sup>Kasem Sangnont\*, <sup>[3]</sup>Rawing Ruangsanka

<sup>[1][2][3]</sup>*Faculty of Education, Maha chulalongkorn raja vidyalaya University, Thailand*

## Abstract

The purposes of this research were 1) to study the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area, 2) to develop a model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area, 3) to test the model for enhancing classroom research according to the Kalyanamitta Principles of teachers, and 4) to evaluate the model for enhancing classroom research according to the Kalyanamitta Principles of teachers. Mixed methods research was designed and divided into four steps: Step 1 involves studying the needs for promoting classroom research of teachers by using a questionnaire with a sample group of administrators and teachers, totaling 371 people. Data were analyzed using percentage, mean, standard deviation, and PNImodified value. Step 2 involves developing a model for promoting classroom research according to the Kalyanamitta Principles of teachers through interviews with 10 key informants. Data were analyzed through content analysis. Step 3 involves testing the model through a seminar with teachers in schools in Sa Kaeo Province, totaling 16 people. Step 4 involves evaluating the model by distributing questionnaires to administrators and teachers under the Office of Primary Educational Service Area, totaling 378 people. Data were analyzed using mean and standard deviation. The research findings showed that 1. the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area revealed that the highest need index was in the area of providing resources and learning sources, followed by disseminating research findings, building knowledge and understanding, creating motivation, monitoring and supervising operations, and the lowest was in policy and operational planning. 2. The model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area consists of four components: 1) principles, 2) objectives, 3) the process of promoting classroom research according to the Kalyanamitta Principles, and 4) evaluation. There are six guidelines for promoting classroom research: 1) policy and operational planning, 2) building knowledge and understanding, 3) providing resources and learning sources, 4) creating motivation, 5) monitoring and supervising operations, and 6) disseminating research findings, all integrated with the Kalyanamitta Principles. 3. The results of testing the model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area showed that all aspects had an average rating at an appropriate level, overall higher than before the trial. The satisfaction evaluation of the model usage was at the highest level. 4. The results of evaluating the model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area revealed that, overall, the model was at the highest level of appropriateness. This integrated the Kalyanamitta Principles to create a shared learning culture in six aspects: policy and planning, understanding, resources, incentives, supervision, and dissemination. Knowledge from research was shown as the "PURISD" model.

**Keywords:** Classroom Research, Kalyanamitta Principles, Office of Primary Educational Service Area

## I. INTRODUCTION

The National Education Act of 1999, amended (No. 2) B.E. 2545 and (No. 3) B.E. 2553, Sections 24 and 30, emphasize the application of classroom research in teaching and learning management by requiring educational institutions and related agencies to promote and support teachers to be able to create an atmosphere, environment, learning media and facilities to enable learners to learn comprehensively and use research as part of the learning process. In addition, educational institutions should develop learning and teaching processes to be effective by promoting teachers to conduct research to develop learning that is appropriate for learners at each level of education [1], which is consistent with the Teachers Council and Educational Personnel Act of 2003 (2003) on knowledge and competence according to the 9 criteria of professional teacher standards, where Section 7 on educational research stipulates that teachers must conduct classroom research and be able to apply the research results to teaching and learning management in order to develop learning and learning for learners [2]. It is also consistent with the Office of the Basic Education Commission's policy for educational institutions to promote research as follows: 1) Personnel in the agency; 2) Have research results that are consistent with the framework, policies, focus points, and needs of the Office of the Basic Education Commission, Office of the Educational Service Area, and educational institutions, and use research results to solve problems or develop the work they are responsible for; 3) Office of the Educational Service Area and educational institutions are learning organizations; 4) Students have higher learning achievements; 5) Students have important competencies according to the Basic Education Core Curriculum B.E. 2551 in terms of communication skills, thinking skills, problem-solving skills, life skills, and the ability to use technology. [3] Developing student learning achievement is an important problem that needs to be urgently addressed. Classroom research is one process that teachers can use to effectively solve the problem of developing learning achievement. Most teachers do not have an academic background that is insufficient to conduct classroom research effectively. They graduate with a bachelor's degree, which may not be sufficient for academic research. Teachers lack knowledge and skills in conducting research, such as literature review skills, research design skills, data collection skills, data analysis skills, and research presentation skills. Some schools do not have sufficient resources for research, such as complete laboratories or equipment necessary for experimentation. These things may limit the ability to interpret or present research results to the fullest. Teachers may not have sufficient knowledge or skills in teaching and presenting research. In addition, classroom research may be new and not widely known at the classroom level. Limitations of the curriculum the curriculum set by the Ministry of Education and related agencies may not give importance to classroom research. Most focus on teaching according to textbooks and experiments that are exercises. Lack of support from teachers or administrators Some teachers or administrators may not see the importance of research in teaching, which results in no support or encouragement for students to conduct research or present research results in class. Classroom research lacks interest and inspiration. Promoting classroom research is something that should be promoted because, firstly, classroom research helps teachers effectively solve problems that occur in the classroom. Teachers can observe students' behavior, ask students, interview parents, and collect statistical data to find the causes of problems that occur in the classroom. When teachers understand the causes of the problems, they can use the data to develop more effective learning management models. Secondly, classroom research helps teachers develop themselves as teachers. Teachers can learn the research process and can apply the research process to develop themselves as teachers, such as developing analytical thinking skills, problem-solving skills, and critical thinking skills. Thirdly, classroom research helps students learn the research process. Students can learn how to ask questions, collect data, analyze data, and summarize research results. These are essential skills in the 21<sup>st</sup> century. Fourthly, classroom research helps students develop critical thinking skills. Students can learn how to analyze data carefully and distinguish between true and false data. And fifthly, classroom research helps students develop collaborative skills. Students must work together to gather data and analyze it, skills that are essential in today's workplace. Classroom research is a process that all teachers can do. Consistently conducting classroom research can help teachers address issues related to improving student achievement and develop themselves as teachers.

Classroom research is like a necessary breath for teachers' teaching because if there is a problem with teaching and learning and there is no classroom research to find the cause of the problem, then the problem and the solution will not be known. Therefore, the promotion of classroom research must be promoted by school administrators. School administrators should build relationships with personnel to create cooperation in

classroom research, with the leadership of the administrators as a support behind the scenes. This will help promote school administration and organizing teaching and learning activities, which will help achieve success in line with the school's policies.

For this reason, the researcher is interested in studying a model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area, which will be important information and guidelines that will be very useful for developing the quality of teaching and learning management effectively and as information for the Office of the Primary Educational Service Area and related agencies to promote and develop teachers to conduct classroom research for developing the quality of education in the country to meet educational standards.

## II. RESEARCH OBJECTIVES

The purposes of this research were 1) to study the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area, 2) to develop a model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area, 3) to test the model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area, and 4) to evaluate the model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area.

## III. RESEARCH METHOD

Mixed methods research was designed and divided into four steps: Step 1 involves studying the needs for promoting classroom research of teachers by using a questionnaire with a sample group of administrators and teachers, totaling 371 people. Data were analyzed using percentage, mean, standard deviation, and PNI modified value; Step 2 involves developing a model for promoting classroom research according to the Kalyanamitta Principles of teachers through interviews with 10 key informants. Data were analyzed through content analysis; Step 3 involves testing the model through a seminar with teachers in schools in Sa Kaeo Province, totaling 16 people; Step 4 involves evaluating the model by distributing questionnaires to administrators and teachers under the Office of Primary Educational Service Area, totaling 378 people. Data were analyzed using mean and standard deviation.

## IV. RESULTS

The research results were shown as follows:

1. the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area revealed that the highest need index was in the area of providing resources and learning sources, followed by disseminating research findings, building knowledge and understanding, creating motivation, monitoring and supervising operations, and the lowest was in policy and operational planning.

2. The model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area consists of four components: 1) principles, 2) objectives, 3) the process of promoting classroom research according to the Kalyanamitta Principles, and 4) evaluation. There are six guidelines for promoting classroom research: 1) policy and operational planning, 2) building knowledge and understanding, 3) providing resources and learning sources, 4) creating motivation, 5) monitoring and supervising operations, and 6) disseminating research findings, all integrated with the Kalyanamitta Principles.

3. The results of testing the model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area showed that all aspects had an average rating at an appropriate level, overall higher than before the trial. The satisfaction evaluation of the model usage was at the highest level.

4. The results of evaluating the model for enhancing classroom research according to the Kalyanamitta Principles of teachers under the Office of Primary Educational Service Area revealed that, overall, the model was at the highest level of appropriateness. This integrated the Kalyanamitta Principles to create a shared

learning culture in six aspects: policy and planning, understanding, resources, incentives, supervision, and dissemination.

## V. DISCUSSION

1. The results of the study on the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area found that the actual situation and the expected situation to promote classroom research according to the Kalyanamitra principle of teachers under the Office of the Primary Educational Service Area were overall at a high level. Urgent needs to promote classroom research in each aspect, ranked from most to least, are: 1) Resource and learning resource acquisition. The urgent need for development is to provide a place for exchanging knowledge. 2) Publication of results. The urgent need for development is to encourage teachers to publish their work in academic journals. Next is to collect teachers' classroom research results each academic year. 3) Knowledge creation. The urgent need for development is to provide lecturers to provide knowledge on classroom research. Next is to exchange knowledge on classroom research among school personnel. 4) Motivation creation. The urgent need for development is to award prizes to those with classroom research results from other agencies. Next is to use classroom research results as part of the application for evaluation to request for promotion or honor. 5) Monitoring of operations. The urgent issues for development are: using the research results to improve the research results, followed by monitoring the results of classroom research to develop teaching and learning. 6) Policy and operational plan the urgent issues for development are: establishing a research advisory committee, followed by establishing research monitoring committee, publishing research, specifying classroom research in the annual operational plan, and the least urgent issues are: using the research results to develop teaching and learning, which is in some ways consistent with the research of the Office of the Education Council Secretariat [4]. The problems and obstacles in classroom research in each school in the Learning Reform School Project were summarized by developing personnel to have knowledge and understanding of the processes and steps of classroom research. It was found that the problems were caused by not seeing the importance of classroom research, teachers did not have knowledge and understanding of the classroom research process because there was a lack of experts or research specialists to provide advice or suggestions, including budget and additional learning resources. This was in some ways consistent with the research of Anusa Boonruang [5] who studied the role of school administrators in promoting classroom research by teachers. It was found that the problems in classroom research by teachers were: teachers did not have knowledge of classroom research, lacked advisors, and did not have research documents as examples, causing teachers to not see the value of classroom research. School administrators should give importance to promoting classroom research, must closely follow up and coordinate at every step, and must be a builder of faith. Sacrifice for teachers who are doing research, boost the morale and encouragement of those doing research in the classroom, to be a driving force for teachers' classroom research to be effective and truly beneficial to the development of teaching and learning, which is the problem of doing research in the classroom of teachers under the organization

2. Classroom research process is a process that enhances deep learning and builds thinking and problem-solving skills by scientific methods. The steps of classroom research are as follows: 1) Defining the research problem The researcher must carefully consider the issues or problems to be studied in order for the problem to be clear, specific, and feasible in practice. 2) Defining the objectives, the researcher must determine the main objectives and sub-objectives in line with the research problem in order for the research to be effective. 3) Planning the process and implementing the development the researcher must carefully consider the various elements of the research in order for the research to be of quality. 4) Conducting the research, the researcher must collect data correctly and completely, analyze the data appropriately, and summarize and discuss the results logically. 5) Summarizing the research results and reflecting the ideas the researcher must summarize the research results completely and clearly, discuss the results logically, and suggest ways to apply them. The 7 principles of Kalyanamitra that are guidelines for use in promoting which are principles of Dhamma that support the successful completion of the work are as follows: 1) Piyo (being loved) Creating a friendly atmosphere makes the classroom a safe space for exchanging ideas. Teachers feel comfortable asking questions and proposing new ideas. Showing interest in teachers, being interested in the opinions and interests of each teacher makes teachers feel valuable and want to participate in the research. 2) Kru (respect) Being a good role model

Teachers are role models in research for teachers to see by demonstrating their thinking processes, problem-solving methods, and determination to find knowledge. Providing advice and consultation Teachers consistently provide advice and consultation to teachers, helping teachers solve problems and develop their work. 3) Bhavanīyo (being worthy of training) Promoting morality, teaching teachers to know responsibility, honesty, and ethics in doing research, honoring teachers' work, and praising the work of all teachers, no matter what the results are. 4) Vatta ca (speaking only useful things) Effective communication, communicating with teachers clearly, easily understandable, and stimulating teachers to want to learn. Providing useful advice, giving advice that is to the point, helping teachers to improve their own work. 5) Vajanakkhamo (patient with words) Patient with questions, patiently listening to teachers' questions and giving clear answers, open to different opinions, accepting different opinions of teachers, and ready to consider. 6) Gambhirāṇca katham kattā (speaking only profound things) Presenting diverse content Presenting research-related content in a variety of formats, such as articles, videos, graphics, connecting to real life, connecting the content learned to real situations in daily life. To make teachers see the benefits of doing research 7) No Chatthane Niyochaye (Do not lead in the wrong direction) Encourage teachers to think critically, encourage teachers to ask questions, search for information and analyze information by themselves, avoid leading, do not lead teachers to get only the right answer, but give teachers the opportunity to discover by themselves, which is consistent with the research of Thitsanat Khaemmani [6] who proposed the concept of teaching management based on the principle of Kalyanamitra, which can be applied to educational administration as well, while Thira Runcharoen [7] presented the concept of school-based administration based on the principle of good governance, which is consistent with the principle of Kalyanamitra 7 in terms of creating good relationships and participation in management, and is consistent with some research of Horn & Staker [8] who stated that in an era where learning can occur both in the classroom and online, administrators must use the principles of "Piyo" and "Vatta" to create an effective learning environment both online and offline. Applying the concept of "blended learning" together with the principle of Kalyanamitra will help make educational management more flexible and better respond to the needs of diverse learners.

3. The results of the experiment using the classroom research promotion model based on the Kalyanamitra principle for teachers under the Office of the Primary Education Area by synthesizing the content from the group discussion, the analysis results, and the evaluation after the experiment using the classroom research promotion model based on the Kalyanamitra principle for teachers under the Office of the Primary Education Area found that all aspects had an average value at a level of overall appropriateness higher than before the experiment. The satisfaction assessment results of using the classroom research promotion model based on the Kalyanamitra principle for teachers under the Office of the Primary Education Area were at the highest level and were in some ways consistent with Ekkalak Boontaw [9] who studied the classroom research teacher development model for teachers under the Office of the Primary Education Area, Maha Sarakham Area 2. The research results found that the classroom research teacher development model consisted of 4 components: 1) content, 2) development strategies, 3) development media, and 4) evaluation. The level of agreement with the (draft) classroom research teacher development model for all components was at the highest level and the level of need for classroom research development was at the highest level. The results of the evaluation of the manual for using the model by experts found that overall, all aspects were appropriate, feasible, consistent, and useful at the highest level. And in some ways consistent with the research of Kloyjai Chimanang [10], who researched on the development of a Kalyanamitra supervision model to enhance the ability to manage active learning in Thai language of teachers under the Office of the Primary Educational Service Area 3, Sisaket, it was found that the Kalyanamitra supervision model to enhance the ability to manage active learning in Thai language of teachers under the Office of the Primary Educational Service Area 3, Sisaket, which was developed, has 6 components: 1) Principles (Strategies), 2) Objectives (Objective), 3) Content (Content), 4) Supervision process (Innovation), 5) Measurement and evaluation (Assessment), and 6) Results (Learning Outcome).

4. The evaluation results of the model for promoting classroom research based on the Kalyanamitra principle of teachers under the Office of the Primary Education Area were at the highest level, ranked from most to least: usefulness, appropriateness, accuracy, and feasibility. This was because the researcher followed the research steps systematically, consisting of qualitative research and quantitative research, with 4 research steps: Phase 1: Studying



the needs for the model for promoting classroom research based on the Kalyanamitra principle of teachers under the Office of the Primary Education Area using a questionnaire with a sample group of 384 administrators and teachers in educational institutions under the Office of the Primary Education Area and analyzing the data using statistics: percentage, mean, standard deviation, and PNI modified. Phase 2: Developing the model for promoting classroom research based on the Kalyanamitra principle of teachers under the Office of the Primary Education Area by interviewing 10 key informants and from group discussions with qualified persons, analyzing the content and content validity. Phase 3: Testing the model with 1 educational institution under the Office of the Primary Education Area, Sa Kaeo District 1, with 16 people. The data was analyzed using statistics: percentage, mean, And standard deviation. Stage 4: Evaluate the model by distributing questionnaires to 384 school administrators and teachers to evaluate the model and analyze data using statistics, namely percentage, mean, and standard deviation. The results confirm the evaluation of the model for promoting classroom research according to the Kalyanamitra principle of teachers under the Office of the Primary Educational Service Area at the highest level. Ranked from most to least, they are useful, appropriate, correct, and feasible. It is somewhat consistent with the research of Montree Wichaiwong [11] whose research results found that the development of a model for promoting classroom research of Mahamakut Buddhist University lecturers consists of 4 steps: Step 1: Determining the conceptual framework for the research; Step 2: Studying the current situation and needs for promoting classroom research of Mahamakut Buddhist University lecturers; Step 3: Developing a model for promoting classroom research of Mahamakut Buddhist University lecturers; and Step 4: Evaluating the model for promoting classroom research of Mahamakut Buddhist University lecturers. The evaluation results of the model for promoting classroom research of Mahamakut Buddhist University lecturers are correct, appropriate, and feasible to be used at Mahamakut Buddhist University. And there is some consistency with the research of Patcharawalee Suriyan, Rachat Suwannakut and Tasana Prasantree [12] who researched the development of guidelines to promote classroom research for teachers in primary schools under the Office of the Primary Educational Service Area 1, Nakhon Phanom. It was found that the guidelines that school administrators promoted teachers to conduct classroom research to solve problems or seek new knowledge in developing learning activities, which in this research, there were 5 aspects: 1) Respect for teachers who conduct classroom research, 2) Listening to opinions and giving support, 3) Interaction between students and teachers in various forms, 4) Promotion of career advancement for teachers who conduct classroom research, 5) Educational institutions providing opportunities for teachers to conduct classroom research, and the results of the evaluation of the development of guidelines to promote classroom research for teachers in primary schools under the Office of the Primary Educational Service Area 1, found that it was most appropriate overall and highly feasible overall.

## VI. KNOWLEDGE FROM RESEARCH

This research entitled on a model for enhancing classroom research according to Kalyanamitta principles for teachers under the Office of Primary Educational Service Area. Knowledge from study can be found as below figure.



**Figure 1 Knowledge from Research**  
Source: Sasisorn Boonsukontagul (2024)

The knowledge from the research on “a model for enhancing classroom research according to Kalyanamitta principles for teachers under the Office of Primary Educational Service Area” is “CRP”, which can be explained as follows:

CR stands for Classroom research, classroom research is an important process for teachers to develop the quality of teaching and learning and solve problems that occur in the classroom. Its main feature is to analyze and improve real problems found in the classroom systematically, and the results can be immediately applied for the benefit of students and the professional development of teachers themselves.

K stands for Kalyanamitta, developing classroom research according to the Kalyanamitta principles to apply in developing classroom research is an interesting approach because it will help the research process not only focus on the results but also promote mutual learning, develop good relationships between teachers, and create a sustainable learning culture.

## VII. RECOMMENDATIONS

### A. Recommendations for Policy

1. The Ministry of Education should allocate a budget to create online databases or learning resources that teachers can access for research and develop a support system for providing quality learning resources.
2. The Ministry of Education should promote training and research training for teachers to develop classroom research skills, such as data analysis, report writing, and how to use research results to improve teaching and learning, in collaboration with universities or educational experts.
3. The area office should promote a culture of knowledge and research exchange so that teachers can present their research results and exchange experiences with fellow teachers, which will help create motivation for self-development and promote mutual learning.
4. The Ministry of Education should define the role of school administrators in supporting research by regularly monitoring and evaluating classroom research results, and giving importance to research results in developing learning processes in schools.

### B. Recommendations for Implementation

The research results found that what will make the success of promoting classroom research according to the Kalyanamitra principle depends on each aspect having appropriate planning and management that is consistent with the context of the teacher in terms of feasibility, correctness, appropriateness, and benefits, which will have a positive effect on the teacher and the learner. Therefore, there should be policies and operational plans, knowledge and understanding creation, resource and learning resource provision, motivation creation, monitoring of operations, and dissemination of results.

### C. Recommendations for Further Research

1. Classroom research based on the Kalyanamitra principle should be promoted for use in studies with other organizations and should be tested for 1 academic year to see more changes in the promotion of classroom research based on the Kalyanamitra principle. It should study the integration in various contexts and see which factors affect success in each situation, such as research in rural schools, large schools, or groups of teachers with different experiences, so that the research is comprehensive and can be applied in a variety of ways.

2. It should develop tools that can measure the appropriateness, accuracy, usefulness, and reliability of the research to obtain quality data and help evaluate the research promotion results effectively.

3. Study the factors affecting the sustainability of teachers' research. Since classroom research requires continuity, it is important to study the factors that help create research sustainability, such as:

Administration support, continuous resource provision, or the creation of research networks among teachers.

4. Evaluate the impact on learners and learning to see tangible results. It is important to further study the impact of teachers' research on student learning development, such as: Adjustment of learning behavior, satisfaction, and academic achievement.

## CONCLUSION

The research entitled a model for enhancing classroom research according to Kalyanamitta principles for teachers under the Office of Primary Educational Service Area. Results can be found that the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area revealed that the highest need index was in the area of providing resources and learning sources, followed by disseminating research findings, building knowledge and understanding, creating motivation, monitoring and supervising operations, and the lowest was in policy and operational planning. The model for enhancing classroom research according to the Kalyanamitta principles of teachers under the Office of Primary Educational Service Area consists of four components: 1) principles, 2) objectives, 3) the process of promoting classroom research according to the Kalyanamitta principles, and 4) evaluation. There are six guidelines for promoting classroom research: 1) policy and operational planning, 2) building knowledge and understanding, 3) providing resources and learning sources, 4) creating motivation, 5) monitoring and supervising operations, and 6) disseminating research findings, all integrated with the Kalyanamitta principles. The results of testing the model for enhancing classroom research according to the Kalyanamitta principles of teachers under the Office of Primary Educational Service Area showed that all aspects had an average rating at an appropriate level, overall higher than before the trial. The satisfaction evaluation of the model usage was at the highest level. The results of evaluating the model for enhancing classroom research according to the Kalyanamitta principles of teachers under the Office of Primary Educational Service Area revealed that, overall, the model was at the highest level of appropriateness. This integrated the Kalyanamitta principles to create a shared learning culture in six aspects: policy and planning, understanding, resources, incentives, supervision, and dissemination.

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