

# A Study of The Needs for Enhancing Classroom Research of Teachers Under the Office of Primary Educational Service Area

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## ABSTRACT

The purpose of this research was to study the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area. Quantitative research was designed by 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  $PNI_{\text{modified}}$  value. The research results showed 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 showed  $PNI_{\text{modified}}$  value = 0.079, followed by disseminating research findings, building knowledge and understanding, creating motivation, monitoring and supervising operations, and the lowest was in policy and operational planning. Considering each aspect found that 1) providing resources and learning sources showed  $PNI_{\text{modified}}$  value = 0.256, the main concept for the development was to provide learning area for knowledge sharing; 2) disseminating research findings showed  $PNI_{\text{modified}}$  value = 0.085, the main concept for the development was to encourage teachers publish work in academic journals; 3) building knowledge and understanding showed  $PNI_{\text{modified}}$  value = 0.084, the main concept for the development was to invite experts or scholars to advise knowledge of conducting classroom research; 4) creating motivation showed  $PNI_{\text{modified}}$  value = 0.083; 5) monitoring and supervising operations showed  $PNI_{\text{modified}}$  value = 0.078; and 6) policy and operational planning showed  $PNI_{\text{modified}}$  value = 0.063, respectively.

**Keywords:** The Needs, Classroom Research, 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 21st 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 the model of promoting classroom research according to the Kalyanamitra principle of teachers under the Office of the 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

This research on a study of the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area. The purpose of this research was to study the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area.

### III. RESEARCH METHOD

Quantitative research was designed in this research by 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  $PNI_{\text{modified}}$  value.

### IV. LITERATURE REVIEW OF CLASSROOM RESEARCH

Classroom research is a process in which a student or teacher investigates or learns more about a topic or story in a course in an engaging learning environment and presents the information or knowledge gained to demonstrate in-class research can be a part of the teaching and learning process that helps to increase student understanding and knowledge by using systematic information retrieval methods. A project or activity that focuses on exploring and studying material related to a course or topic in the classroom in a deep and comprehensive manner to create deeper understanding and analysis in students. Classroom research can be used as a tool to promote students' thinking skills, creative problem-solving and collaboration in learning situations that are more valuable and engaging educational experiences.

The meaning of research in the classroom, some educators have given the meaning of research in the classroom as follows: Prasong Wansungnoen gives the meaning of research in the class as a study to find solutions to solve problems, improve, change, and develop teaching and learning activities of students in the context of the class, with the teacher as the researcher. As a result, management and teaching are of higher quality and efficiency [4]. Yutthana Sariputra concluded that research in the classroom is the discovery of new knowledge or methods in order to apply it to suit the teaching and learning conditions in the classroom, which will help improve the quality of teaching and learning or to solve problems that hinder teaching and learning, based on scientific methods, in which teachers are researchers and users of research results [5]. Settchat Chawandi defines research in the classroom as the process by which teachers study, research, solve problems, and systematically develop teaching and learning processes for the benefit of students by conducting research alongside teaching and learning. A clear, continuous process of working until the desired goal is achieved [6].

Suwimol Wongwanich gave the meaning of research in the classroom, which means research done by teachers in the classroom to solve problems that occur in the classroom and use the results to improve learning. Teaching for maximum benefit to students is a research that must be done quickly and immediately applied and reflect information about their own performance to themselves and their peers in the school. Opinions in practice and results to improve teaching and learning [7]. Pajit Suakkaran and Sirikan Gosum said that research in the classroom is a process that will help teachers to develop their learning management system to be effective and useful. The highest to the students, making the teacher's learning management process professional and scientific more in the methodology of learning management [8]. Vallabha Thephasdin Na Ayutthaya says that research in the classroom means investigation natural from phenomena that occur in teaching, learning or learner behavior where the teacher is the researcher in what the teacher practices [9].

Elliot gave the meaning of classroom research or the concept of classroom research or action research (Action Research) as research by teachers who use the process of reflective thinking to review theory and practice. Practical education in schools [10]. Hopkins gave the meaning of research in the classroom, which means that research carried out by teachers during teaching is not research at the level of principle and theory, but action research, which is commonly called in the meaning is close to research in the class or research in the classroom (Classroom Research). Classroom Action Research (CAR) Teacher Research, Teacher Based Research [11].

In Summary, Classroom research is a process used by teachers to improve and develop teaching and learning by conducting research to solve problems or improve the learning process in the classroom, with a focus on applying research results immediately and reflecting on them for discussion and development. Further, this research is often action research conducted by teachers themselves while teaching and aims to increase the quality and effectiveness of instruction to maximize the benefit of students.

## V. RESULTS

The research results showed 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 showed  $PNI_{\text{modified}}$  value = 0.079, followed by disseminating research findings, building knowledge and understanding, creating motivation, monitoring and supervising operations, and the lowest was in policy and operational planning. Considering each aspect found that 1) providing resources and learning sources showed  $PNI_{\text{modified}}$  value = 0.256, the main concept for the development was to provide learning area for knowledge sharing; 2) disseminating research findings showed  $PNI_{\text{modified}}$  value = 0.085, the main concept for the development was to encourage teachers publish work in academic journals; 3) building knowledge and understanding showed  $PNI_{\text{modified}}$  value = 0.084, the main concept for the development was to invite experts or scholars to advise knowledge of conducting classroom research; 4) creating motivation showed  $PNI_{\text{modified}}$  value = 0.083; 5) monitoring and supervising operations showed  $PNI_{\text{modified}}$  value = 0.078; and 6) policy and operational planning showed  $PNI_{\text{modified}}$  value = 0.063, respectively.

## VI. DISCUSSION

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. It is 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; and 6) Policy and operational plan. The urgent issues for development are: establishing a research advisory committee, followed by establishing a 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 [12]. 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 [13] 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

## VII. KNOWLEDGE FROM RESEARCH

This research paper studied the needs for enhancing classroom research of teachers under the Office of Primary Educational Service Area. Knowledge of research can be shown as below figure.



**Figure 2 Knowledge from Research**

**Source:** Sasisorn Boonsukontagul (2024)

## VIII. 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.

### B. Recommendations for Implementation

There should be applied 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. 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.
2. It should 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.

## CONCLUSION

Classroom research is very important for educational development especially for student development. To conduct classroom research will also help teacher to develop their teaching and instruction in order to provide the opportunity for further development of educational revolution. This 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.

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