# CHAPTER 1
## INTRODUCTION

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CHAPTER 1
INTRODUCTION

1.1 INTRODUCTION

According to the National Education Act, 1999 and the Revised (Second Revision in 2002), adhered to the principle that all learners are capable of learning and self-development, and is regarded as being most important. The teaching-learning process should aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality. Educational institutions should develop effective learning processes. In so doing, they should also encourage instructors to carry out researches for developing suitable learning for learners at different levels of education. (Office of the National Education Commission. 2002:10-13) Hence the educational administrative process is to sustain learners in developing their natural capacity and also to add the potentiality through the support on the teacher in arranging the environment, circumstances, and the learning media, as well as to facilitate the learner in generating the knowledge and the omniscience. Moreover, this is for the research to be applicable as a part of the learning process. (Office of the National Education Commission. 2002:16)

The significance is given to teachers in being researchers who study on the information for the development of the teaching-learning process to a better efficiency, through the research process in solving problems in the learning-teaching. This would enable teachers to solve problems and to fully develop the learning-teaching. At the same time, this would enable the professional development of the teacher. Therefore, the research is the most important factor; especially for the classroom research, which is the problem solving process that can efficiently develop the learning-teaching process in the classroom. Therefore, teachers would have additional role from being transmitters of knowledge and skill, to play the role of researchers. In this place, a researcher is to make a research on the learning-teaching method; matters on the teachers, students, parents, and circumstances around learners, with a hope to develop and support on the problem solving of students, in order that their learning process be developed to a better efficiency. (Chutima Sangnuan, 2003:72).
Currently, the Education coterie applied the Action Research in the problem solving in the teacher's learning activity, which is called the Classroom Research that plays a very important role in solving problems straight to the point. Therefore, Pannapha Sriboon (2003:12)\(^5\) stated that in the learning-teaching administration, teachers must constantly check whether students accomplished the stipulated objective, and to what extent, including their problems and obstacles. When a problem is encountered, it is recommended to find ways and means in solving the particular problem, in order that the teaching - learning administration would become more effective. Such method is the Research Process. Therefore it is apparent that the teaching-learning administration and the research is relevant, and may work along side all the time. Therefore, the Classroom Research is a priority in the educational development. Hence, it is a crucial matter that every teacher needs to acquire the knowledge and the ability on the research or the classroom research which is applicable as the problem solving procedure for problems that may occur during the teaching - learning activity, rendering the efficacy and the efficiency to the learning and the teaching, resulting in the learning achievement of students. Therefore, this is an effective procedure in developing the quality of the education. (Pannapha Sriboon, 2003:62)\(^6\).

This can be perceived that the classroom research is a notable matter. Whereby the education unit gives significance in developing teachers to become researchers consecutively and extensively, through various types of training. However, it has been found that the skills of research in teachers are still undeveloped, with an unsatisfactory progression, through many facets, which may be abridged as follows, (Sunantha Sutthiwaranan, 2002: 4-5)\(^7\):

1) Teachers did not acquire efficient knowledge that would enable them to execute the research on their own. Hence, they are unable to accomplish the research and eventually become discouraged in executing the classroom research.

2) Teachers met with problems in proceeding through the research stages.

3) Teachers have limitations on the time, due to their onerous routine work.

Therefore, it is necessary to ask others to do the research or to proceed in questing through the necessary stages for them. As a result, teachers did not learn from the study by themselves, or from their empirical work. The teacher does the research just only to complete
the work according the research design.

4) The research difficulty caused the discouragement in the research.

5) Usually, problems on the research that teachers encountered, did not occur from the actual classroom condition, but occur from the research problem through the sequa city on academics. Therefore, they are unable to adapt it to their actual learning-teaching improvement.

6) The research needs a very long time in the proceeding; and whatever teachers found out would not be in time for to improve their learning and teaching.

7) The research needs a drilling and learning from a competent person or expertise.

However the training curriculum is usually an expeditious course. In the essence of the course pertaining to the research principle, there is the technical vocabulary, as well as various research process that are unfamiliar to teachers, making it difficult for them to understand. Hence they need a drilling, under the constant nurturing of the trainer who understands research method. However, in the actual situation, after their training, teachers no longer have trainers to assist them in their research, and they made lots of mistakes in almost every stage of the research.

As the researcher is the vice-director of office of education Chiengrai province, Area one, has to play the important role in developing the effectiveness of learning processes. It is necessary to encourage instructors to carry out research for developing suitable learning for learners at different levels of education. The training programme is the one kind of the effective technique in promoting the knowledge regarding the classroom research. Therefore, the researcher studied the effectiveness of the training programme on classroom research. The findings from this research would be advantageous in the classroom research for teachers. While there would be innovations in developing the learning and teaching of teachers, resulting in a more effective education of juveniles.

1.2 STATEMENT OF THE PROBLEM

The present research is studies under the problem:

A STUDY OF THE EFFECTIVENESS OF TRAINING PROGRAMME ON “CLASSROOM RESEARCH” FOR PRIMARY SCHOOL TEACHERS
through the compact curriculum courses. This feature of promotion format needs a short period of time, while the personnel can be developed to the required specific endowment. Hence the knowledge, skill, and good attitude of the personnel would be reinforced to a better working efficiency. The endowment augmentation promotion format is prevalent in the officialdom, the government enterprise, and the business sector, because of its capacity in the prompt production of actual working personnel, taking less time with better worthiness for the investment.

Then, the training programme is vital to the operational efficiency. Training is a format of training to assist trainees in the effective acquirement of the knowledge according to the aim of the particular training. The training would emphasize on the trainees' formative application of the acquired knowledge to their actual functions. Hence, the training is a concentrated training on the knowledge, the understanding, and the skill in the practical performance, with an objective to train participants in achieving the adroitness in their actual performance, and to be capable of designing their own working procedure, conspicuously. They are to be capable of solving all the working problems, with an ability to seek ways and means in ameliorating the work to even better proficiency.

In the present study, training programme refers to the training programme for endowment augmentation. The purpose of this training programme was to assist the trainees (primary school teachers) in the effective acquirement of the knowledge and skills on classroom. The training would emphasize on the trainees' formative application (primary school teachers) of the acquired knowledge to their actual functions (teaching-learning activities). Hence, the training programme on classroom research is a concentrated training on the knowledge, the understanding, and the skill in the practical performance, with an objective to train the primary school teachers in achieving the preparation of educational research for students' quality development, and to be capable of designing their own working procedure for professional development.

1.9.2 Teachers

Teachers means professional personnel with major responsibilities for learning—teaching and encouragement of learning among learners through various methods in both
In the present study, teachers refer to the teachers who teach in the primary education in state primary schools of Chiangrai province, Thailand.

1.9.3 Student

Student means grade 6 students in primary schools who were given instruction from English teachers who participated in training programme on classroom research.

In the present study, students refer to the students who study in the primary education in state primary schools of Chiangrai province, Thailand. There were given instruction from English teachers who participated in training programme on classroom research. The sample of primary school students (400 students) were grouped according to sex of students which will be the independent variables.

1.9.4 Classroom research

Classroom research means the research which has been done by the teachers for the development of teaching – learning process and aims at enabling the learners to develop themselves at their own pace and to the best of their potentiality. The classroom research will enable instructors to create the ambiance, environment, instructional media, method of teaching, and facilities for learners to learn and be all-round persons and to obtain the better educational quality.

1.9.5 Effectiveness of training programme on classroom research

Effectiveness of training programme on classroom research means the success or achievement or ability of primary school teachers which originates from effectiveness on the training programme on classroom research. The effectiveness of training programme on classroom research can be specified into two aspects:

- The training achievement of primary school teachers who attended the training programme on the classroom research. Training achievement of primary school teacher referred to the scores obtained from achievement test regarding knowledge and skills on classroom research (pretest and posttest) of primary school teachers who participated in training programme on classroom research conducted by the Office of Education of Chiangrai province, Area 1.
- The satisfaction of primary school teachers regarding the training programme on classroom research referred to five aspects of satisfaction of primary school teachers i.e. the course outline of training programme on classroom research, the learning achievement and implementation, the changing behaviour after training, the change in organization after training, and the good advantage of training.

- The learning achievement of primary school students referred to the scores obtained from the learning achievement test regarding knowledge and skills in English subject (pretest and posttest) of primary school students who were given the instruction from teachers who participated in training programme on the classroom research conducted by the Office of Education of Chiengrai province, Area 1.

- The satisfaction of primary school students referred to five aspects of the satisfaction of students towards the learning management provided by the teachers who participated in training programme on classroom research i.e. the learning atmosphere, the capable of learning development and self development, the teaching & learning process, and the emphasizes on the difference among learners.

1.10 CHAPTERIZATION

The researcher has planned to divide the present study into five chapters:

CHAPTER 1 INTRODUCTION

The first chapter deals with the introductory aspect of the study, statement of the problem, objectives of the study, importance of the study, limitation of the study, variables of the study, questions to be answered, hypotheses of the study, definition of the important terms, and the chapterization.

CHAPTER 2 THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

The second chapter concerned to the meaning of training programme, significance of personnel development, definition of training, the study on training needs, the procedure of study on training needs, training needs determination, training evaluation, the definition of the programme evaluation, programme evaluation features, programme evaluation pattern, classroom research, objectives of classroom research, classroom research
CHAPTER 3 PLAN AND PROCEDURE

The third chapter based on the technique selected for the study, tools and the characteristics of the tools, development of the tools, establishment of discrimination of the tools, establishment of reliability of the tools, establishment of validity of the tools, population and sample, scoring of data, administration of the tools, technique of analyses of data, statistical technique used in the study.

CHAPTER 4 ANALYSES OF DATA AND INTERPRETATION

The fourth chapter described about the analyses of the data and interpretation. The data collected by the tools will be analyzed according to the hypotheses which concerned to:

4.1 The analysis of the level of need assessment of primary school teachers in total score and in relation to different variables i.e. sex, age, educational qualification, and teaching experience.

4.2 The comparison of the mean scores of the level of need assessment of primary school teachers in total score and in relation to different variables i.e. sex, age, educational qualification, and teaching experience.

4.3 The analysis of the training achievement (pretest-posttest scores) of primary school teachers who participated in training programme on classroom research.

4.4 The comparison of the scores of the training achievement (pretest-posttest scores) of primary school teachers who participated in training programme on classroom research.

4.5 The analysis of the level of satisfactions of primary school teachers regarding to the training programme in total score and in relation to different variables i.e. sex, age, educational qualification, and teaching experience.

4.6 The comparison between the mean scores of the level of satisfactions of primary school teachers regarding the training programme in total score and in relation to different variables i.e. sex, age, educational qualification, and teaching experience.
4.7 The analysis of the learning achievement (pretest-posttest scores) of primary school students who were given instruction from the teachers who participated in the training programme on classroom research.

4.8 The comparison of the learning achievement (pretest-posttest scores) of primary school students who were given instruction from the teachers who participated in the training programme on classroom research.

4.9 The analysis of the level of satisfactions of primary school students towards the learning management provided by the teachers who participated in the training programme in total score and in relation to different groups of sex.

4.10 The comparison between the mean scores of the level of satisfactions of primary school students towards the learning management provided by the teachers who participated in the training programme in total score and in relation to different groups of sex.

The 0.05 and 0.01 level of the significance was considered satisfactory for acceptance or rejection of the null hypotheses. The frequency distributions, tables and figures will be prepared and placed in the report to present the data comprehensively.

CHAPTER 5 REVIEW, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

The last chapter adopted with the summary, the major findings and conclusions as well as the suggestions for further research work.
REFERENCES


2 Ibid.

3 Ibid.


6 Ibid.