

**DEVELOPMENT OF THE TEACHER’S POTENTIAL IN MANAGING INQUIRY–BASED
LEARNING AT BANKUT KHAE SCHOOL UNDER THE OFFICIE OF MUKDAHAN
PRIMARY EDUCATIONAL SERVICE AREA**



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ABSTRACT

The purposes of this study were to 1) investigate the current states and problems in the development of the teachers’ potential in managing Inquiry–based Learning Ban Kut Khae School under the Office of Mukdahan Primary Educational Service Area, 2) find out the development of the teachers’ potentiality in managing Inquiry–based Learning, and 3) follow up the development of the teachers’ competence in managing Inquiry–based Learning. The research employed two spirals of a four–stage action research process comprising planning, action, observation, and reflection. The target group consisted of the researcher and 5 co–researchers. The instruments used were a form of interview, a test, a questionnaire, a form of assessment, and a form of observation record. The statistics applied for analyzing quantitative data were mean, percentage, Percentage of Progress, and standard deviation. Content analysis was employed to analyze qualitative data in forms of content classification and descriptive analysis.

INTRODUCTION

The Constitution of Thailand BE 2550 (AD 2007), Article 49 prescribed that individuals have equal rights in being educated with quality and without paying any costs/expenses not fewer than 12 years provided by the Government or state sector. Article 80 (3) in the policies on religions, society, public health, education and cultures also prescribed that the Government/state sector has to implement the policies on society, public health, education and cultures as follows: (3) Quality development and standards in educational application in all levels and in every form consistent with economic and social changes , implementation of national education plans, law for development of the nation, provision of teachers and educational personnel's development to keep pace with the global society including cultivation of learning with awareness of Thai ness, discipline , public benefit as well as sticking to democracy of constitutional monarchy (The Royal Gazette, 2007, pp. 23–24).

The Core Curriculum of Basic Education 2008 was focused on the development of every learner who was regarded as the power of the nation to be a human being of balance in terms of physique, knowledge, morality, awareness of being a Thai citizen as well as a global citizen sticking to democracy of constitutional monarchy obtaining knowledge, and basic skills as well as essential attitudes toward further education, career pertaining and lifelong

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education focusing on the learner-centered approach based on the belief that everyone can learn and develop himself/herself at full capacity. Development of daily-life learning plays an important role in the current global society as well as the future one. Human beings have to be educated all the time in order to use knowledge in their daily life and for, all types of career as well as technologies, tools and utensils, as well as production used by human beings to facilitate their life and working. There are outputs of learning development integrated by creative thinking as other reasonable science that would help human beings develop all forms of thinking including reasonable thinking, creative thinking, analytical thinking,....thinking along with obtaining important skills in seeking for knowledge and abilities in the systematic problem solving (Ministry of Education, 2008, pp. 11, 92).

The learning of human beings plays a significant role in the current global society on the future one because the advent of learning benefits to both daily life of people and to various career up to technologies, tools, utensils and productions used by human beings to facilitate their daily life to live a life as well as career. There are some outputs of integration with creative thinking and other sciences that help human beings develop methods of thinking along with reasonable thinking, creative thinking, analytical thinking, as well as analysis obtaining the search for knowledge and abilities in solving problems systematically.

The teachers' potentiality development is regarded as a critically important aspect in particular the instructional aspect consistent with the changing curricula and the letting of the teachers as well as educational personnel in schools attend seminars or training sessions, seem to be the most important task that should be supported by schools. Teachers are the heart of the learning process application for learners. Teachers have to do their own jobs, apply every means to develop learners to be good, Intellectual, happy and to obtain competence in furthering their education as well as career (Ministry of Education, 2008, p.5). The learning management in forms of the search for knowledge is regarded as a means to promote learning activity management to foster knowledge, expertise, abilities of learners in every aspect. Learners seek for knowledge, practices in activities of interest, expertise and abilities of their own with teachers and/or experts as those who give close suggestions and advice making learners know how to develop knowledge, skills as well as outcomes with quality (Thawatchai Yuphuk, 2011).

Purposes of the study

This study has four main objectives:

1. To investigate states and problems of the lBl at Ban Kut Khae School
2. To find out guidelines on the teachers competency development based on the lBl
3. To explore effects of the teachers' potential development based on the lBl

METHODOLOGY

Participants

This study was a research on the teachers' potential development based on the lBl at Ban Kut Khae School using an action research. The research using the designated methodology as follows:

1. The target group

2. Stages of doing the research
3. Tools used in this study
4. Building and finding out the tool efficiency
5. Data collection
6. Management of data and analysis
7. Statistics employed in this study

Target Group

The target group consisted of the teachers and students at Ban Kut Khae School in the academic year 2014 divided into 2 groups: 1)

The research group comprised 6 participants including the researcher and 5 co-researchers ,and 2) The informants included the school director, classroom teachers in charge of Kindergarten 1–2, 2 subject teachers in charge of Prathom Suksa 4–6, 4 resource persons,4 representatives of the students– 4 from each classroom – a total of 24 students selected from the groups of: High/Clever: Moderate: Low = 1:3:1

TOOLS USED IN THIS STUDY

A form of interview, a test, a questionnaire, a form of evaluation and a form of observation record

DATA COLLECTION

Data were collected during June– August of 2014 as follows:

1. A form of interview used in the interviews for the states and problems among the co-researchers, before and after the workshops, as well as the interviews for the opinions of the co-researchers after the workshops
2. A test on knowledge applied for testing knowledge obtained both before and after the workshops on the teachers'competency development based on the IbL
3. A questionnaire employed for the perception of the co-researchers concerning the workshops on the teacherscompetence development based on the IbL
4. A form of evaluation on the lesson plans based on the IbL among the co-researchers after the development
5. A form of observation record employed for observing learning management based on the IbL of the co-researchers.

CONCLUSION AND DISCUSSION

1. The effects of the investigation on the current states and problems in managing Inquiry-based Learning were:

1.1 The current states of the management of Inquiry-based Learning indicated that most of the teachers never applied Inquiry-based Learning. For those who applied Inquiry-based Learning they did it through the assignment of works as homework to be done for the period of the semester but without recommendations. The

majority of the teachers employed the lecture-style teaching making the learners lack educational opportunities through the search for knowledge from diverse learning resources. The teachers' learning management on Inquiry-based Learning was inconsistent with the learners' needs, expertise and individual difference.

1.2 Regarding the current problems on Inquiry-based Learning among the teachers revealed that the majority of the teachers faced a lack of knowledge, understanding, self-confidence in managing the learning because they were not provided with trainings based on Inquiry-based Learning as well as monitoring technique.

2. The guidelines of the development of the management of Inquiry-based Learning employed 2 means of development including 1) a workshop, 2) 'Peer-Help-Peer' monitoring supervision, The second spiral, a workshop focusing on the writing of lesson plans based on Inquiry-based Learning and coaching supervision.

3. The effects of the development of the teachers' potentiality in Managing Inquiry-based Learning, in the first spiral, concerning knowledge and understanding revealed that, before the development, the co-researchers obtained knowledge, understanding regarding the management of Inquiry-based Learning at the fair level ($\bar{x} = 11.66$) or 58.30 percent. After the intervention, it was found that the co-researchers gained knowledge and understanding on the implementation of the management of Inquiry-based Learning at the highest level ($\bar{x} = 18.50$) or 92.50 percent. In case of the writing of the lesson plans, it was determined that the effects of the evaluation of the writing was at the fairly good level in general ($\bar{x} = 4.31$) with Percentage of Progress of 69.30. Regarding the management of the search for knowledge on Inquiry-based Learning in classroom, the quality was at the high level in the first spiral ($\bar{x} = 3.76$). In the second spiral, the quality was also at the high level but with Percentage of Progress of 26.61

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